SEPTEMBER 1967

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introduction

RESEARCH IN EDUCATION has been prepared monthly by the Educational Resources Information Center (ERIC) to help a national audience of teachers, administrators, and social scientists keep abreast of the significant findings of current educational research.

The first eight issues of RESEARCH IN EDUCATION, from November 1966 through June 1967, concentrated on research projects and reports sponsored by the Bureau of Research, U.S. Office of Education. The report sections of issues since June, however, have been expanded to announce materials collected by ERIC's network of decentralized clearinghouses. (ERIC Clearinghouses are discussed on pages in the back of this bulletin.)

organization of this catalog

RESEARCH IN EDUCATION relies upon two basic formats--resumes and indexes--to serve the searcher and the browser. The resumes, which highlight the significance of each research report and project, are numbered sequentially within the white-paged section for reports (ED prefixes) and within the green-paged section for projects (EP prefixes).

Within the report resumes, moreover, materials from the Office of Education and from each ERIC Clearinghouse have been arranged in exclusive groups that begin with the following ED numbers:

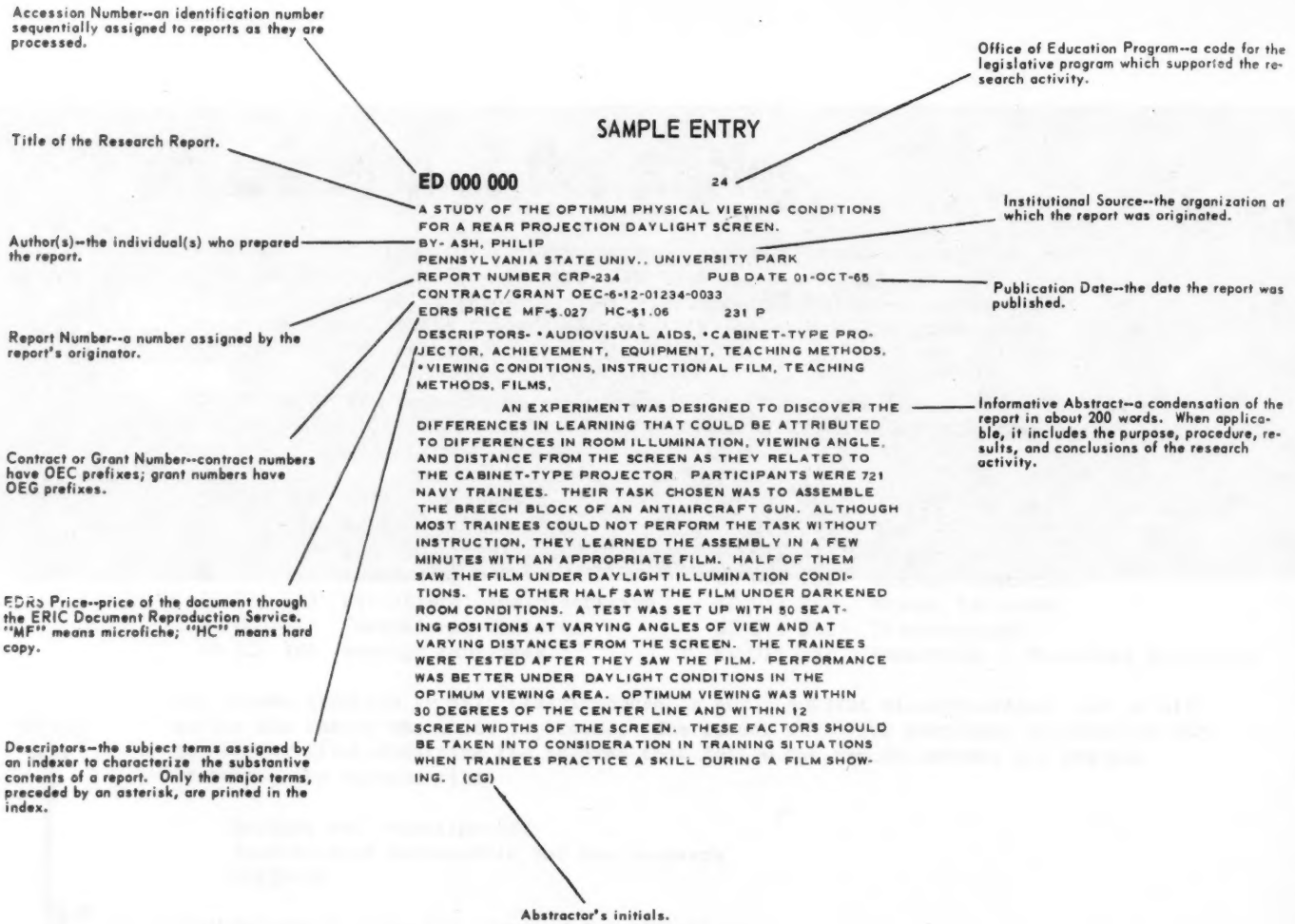
ED 011 045	Office of Education	ED 011 186	Junior Colleges
ED 011 090	Adult Education	ED 011 205	Small Schools
ED 011 104	Applied Linguistics	ED 011 223	Reading
ED 011 121	Counseling	ED 011 232	Science Education
ED 011 125	Educational Administration	ED 011 242	School Personnel
ED 011 148	Exceptional Children	ED 011 262	Disadvantaged
ED 011 166	Foreign Languages	ED 011 282	Vocational & Technical Education

The resume grouping by ERIC Clearinghouse is not a subject classification, but it will assist the reader who wants to browse. The reader will find pertinent information more quickly by first consulting the indexes that follow the report resumes and project resumes. The indexes cite:

Authors and investigators
Institutions responsible for the research
Subjects

THE ACCESSION NUMBER IS THE KEY. CONSULT THE INDEXES FIRST.

REPORT
RESUMES


Accession Number--an identification number sequentially assigned to reports as they are processed.
Office of Education Program--a code for the legislative program which supported the research activity.
SAMPLE ENTRY
Title of the Research Report.
ED 000 000
24
A STUDY OF THE OPTIMUM PHYSICAL VIEWING CONDITIONS FOR A REAR PROJECTION DAYLIGHT SCREEN.
Institutional Source--the organization at which the report was originated.
Author(s)--the individual(s) who prepared the report.
BY- ASH, PHILIP
PENNSYLVANIA STATE UNIV., UNIVERSITY PARK
REPORT NUMBER CRP-234
PUB DATE 01-OCT-65
Publication Date--the date the report was published.
CONTRACT/GRANT OEC-6-12-01234-0033
EDRS PRICE MF-$.027 HC-$1.06 231 P
Report Number--a number assigned by the report's originator.
DESCRIPTORS- *AUDIOVISUAL AIDS, *CABINET-TYPE PROJECTOR, ACHIEVEMENT, EQUIPMENT, TEACHING METHODS, *VIEWING CONDITIONS, INSTRUCTIONAL FILM, TEACHING METHODS, FILMS,
Informative Abstract--a condensation of the report in about 200 words. When applicable, it includes the purpose, procedure, results, and conclusions of the research activity.
Contract or Grant Number--contract numbers have OEC prefixes; grant numbers have OEG prefixes.
AN EXPERIMENT WAS DESIGNED TO DISCOVER THE DIFFERENCES IN LEARNING THAT COULD BE ATTRIBUTED TO DIFFERENCES IN ROOM ILLUMINATION, VIEWING ANGLE, AND DISTANCE FROM THE SCREEN AS THEY RELATED TO THE CABINET-TYPE PROJECTOR. PARTICIPANTS WERE 721 NAVY TRAINEES. THEIR TASK CHOSEN WAS TO ASSEMBLE THE BREECH BLOCK OF AN ANTIAIRCRAFT GUN. ALTHOUGH MOST TRAINEES COULD NOT PERFORM THE TASK WITHOUT INSTRUCTION, THEY LEARNED THE ASSEMBLY IN A FEW MINUTES WITH AN APPROPRIATE FILM. HALF OF THEM SAW THE FILM UNDER DAYLIGHT ILLUMINATION CONDITIONS. THE OTHER HALF SAW THE FILM UNDER DARKENED ROOM CONDITIONS. A TEST WAS SET UP WITH 50 SEATING POSITIONS AT VARYING ANGLES OF VIEW AND AT VARYING DISTANCES FROM THE SCREEN. THE TRAINEES WERE TESTED AFTER THEY SAW THE FILM. PERFORMANCE WAS BETTER UNDER DAYLIGHT CONDITIONS IN THE OPTIMUM VIEWING AREA. OPTIMUM VIEWING WAS WITHIN 30 DEGREES OF THE CENTER LINE AND WITHIN 12 SCREEN WIDTHS OF THE SCREEN. THESE FACTORS SHOULD BE TAKEN INTO CONSIDERATION IN TRAINING SITUATIONS WHEN TRAINEES PRACTICE A SKILL DURING A FILM SHOWING. (CG)
EDRS Price--price of the document through the ERIC Document Reproduction Service. "MF" means microfiche; "HC" means hard copy.
Descriptors--the subject terms assigned by an indexer to characterize the substantive contents of a report. Only the major terms, preceded by an asterisk, are printed in the index.
Abstractor's initials.

ED 011 045 24
PROBLEM SOLVING PROFICIENCY AMONG ELEMENTARY SCHOOL TEACHERS. II, TEACHERS OF ARITHMETIC, GRADES 3-6.
By- TURNER, RICHARD L.
INDIANA UNIV., BLOOMINGTON, INST. OF EDUC. RES.
REPORT NUMBER CRP-419-2 PUB DATE JUN 60
EDRS PRICE MF-$0.18 HC-$2.88 72P.

DESCRIPTORS- *ARITHMETIC, *PROBLEM SOLVING, *TEACHER CHARACTERISTICS, *TEACHING, *TESTING, BLOOMINGTON, ELEMENTARY SCHOOL TEACHERS,

THE PURPOSE OF THE STUDY WAS TO EXAMINE THE RELIABILITY AND VALIDITY OF SEVEN PROBLEMS IN THE TEACHING OF ARITHMETIC. THE VALIDITY OF THE PROBLEMS WAS INVESTIGATED ON THE CRITERIA OF (1) DIFFERENTIATING ELEMENTARY SCHOOL TEACHERS OF ARITHMETIC, GRADES 3-6, FROM COMPARABLY EDUCATED NONTEACHERS, (2) BEING SENSITIVE TO THE EFFECTS OF ELEMENTARY SCHOOL TEACHING EXPERIENCE, AND (3) HOLDING SENSIBLE RELATIONSHIPS TO NUMEROUS INDEPENDENT VARIABLES. IT WAS FOUND THAT TEACHERS AS A GROUP OUTPERFORM NONTEACHERS AS A GROUP AND THAT PERFORMANCE IS SENSITIVE TO THE EFFECTS OF TEACHING EXPERIENCE. INTELLIGENCE, READING COMPREHENSION, MINNESOTA TEACHERS ATTITUDE INDEX (MTAI) SCORE, AND SIZE OF INSTITUTION AT WHICH A TEACHER PREPARES ARE INDEPENDENT VARIABLES POSITIVELY RELATED TO PERFORMANCE. THE SPLIT-HALF RELIABILITY FOR THE MOST VALID SCORE WAS .84 AMONG TEACHERS AND .87 AMONG STUDENT TEACHERS. THE STABILITY COEFFICIENT FOR STUDENT TEACHERS, WITH A 4-MONTH INTERVAL BETWEEN TESTINGS, WAS .63. FROM THESE RESULTS, THE CONCLUSION WAS DRAWN THAT THE PROBLEMS IN TEACHING ARITHMETIC THAT WERE INVESTIGATED WERE REASONABLY RELIABLE, ALTHOUGH SOMEWHAT WEAK IN STABILITY, AND THAT THEY HELD THE EXPECTED SET OF RELATIONSHIPS TO THE CRITERIA CHOSEN FOR THE INITIAL STEPS IN VALIDATION. (TC)

ED 011 046 56
ABSTRACT OF FOREIGN LANGUAGE PROGRAMS. PSYCHOLOGICAL AND EDUCATIONAL FACTORS IN TRANSFER OF TRAINING, TECHNICAL REPORT NO. 7.
By- FAUSER, CHRISTL STOLUROW, LAWRENCE M.
ILLINOIS UNIV., URBANA, BUR. OF EDUC. RESEARCH
REPORT NUMBER BR-5-0230-7 PUB DATE NOV 65
REPORT NUMBER NDEA-VIIA-C-1288-7
CONTRACT OEC-4-20-002
EDRS PRICE MF-$0.18 HC-$3.28 82P.

DESCRIPTORS- *BIBLIOGRAPHIES, *LANGUAGE INSTRUCTION, *PROGRAMED INSTRUCTION, *PROGRAMED MATERIALS, *RESOURCE GUIDES, ENGLISH, FRENCH, GERMAN, GREEK, ITALIAN, JAPANESE, LANGUAGE PROGRAMS, LATIN, RUSSIAN, SPANISH, URBANA,

THIS WAS A COMPILATION OF ABSTRACTS OF FOREIGN LANGUAGE COURSES WHICH WERE EITHER TOTALLY OR PARTIALLY PROGRAMED. THESE COURSES HAD ENGLISH EITHER AS THE TARGET OR AS THE STUDENT LANGUAGE. IN ADDITION TO PROGRAMS THAT WERE AVAILABLE, INFORMATION ABOUT CERTAIN PROGRAMS WHICH MIGHT LATER BE AVAILABLE WAS ALSO INCLUDED. THE NAMES AND ADDRESSES OF PUBLISHERS OR DISTRIBUTORS WERE USUALLY GIVEN. THE PROGRAMS WERE IN NO WAY EVALUATED. THE LISTING OF A PROGRAM WAS NOT MEANT TO IMPLY RECOMMENDATIONS OR A JUDGMENT ABOUT QUALITY OF THE MATERIALS OR PROCEDURES. (TC)

ED 011 047 56
AN EXAMINATION OF HUMAN STRATEGIES FOR ACQUIRING INFORMATION. PSYCHOLOGICAL AND EDUCATIONAL FACTORS IN TRANSFER OF TRAINING, TECHNICAL REPORT NO. 8.
By- DAVIS, DANIEL J. STOLUROW, LAWRENCE M.
ILLINOIS UNIV., URBANA, BUR. OF EDUC. RESEARCH
REPORT NUMBER BR-5-0230-8 PUB DATE OCT 65
REPORT NUMBER NDEA-VIIA-C-1288-8
CONTRACT OEC-4-20-002
EDRS PRICE MF-$0.09 HC-$1.96 49P.

DESCRIPTORS- *INFORMATION PROCESSING, *QUESTIONING TECHNIQUES, *RESEARCH METHODOLOGY, *RESPONSE MODE, *STIMULUS BEHAVIOR, EXPERIMENTS, LEARNING PROCESSES, URBANA,

AN EXPERIMENTAL SITUATION WAS DEVELOPED IN WHICH THE SUBJECT HAD THE TASK OF DETERMINING WHICH OF A SET OF POSSIBLE EVENTS HAD OCCURRED ON EACH TRIAL. THIS WAS DONE BY ASKING THE EXPERIMENTER QUESTIONS WHICH COULD BE ANSWERED "YES" OR "NO" UNTIL THE EVENT WAS NAMED. FOUR EXPERIMENTS WERE CONDUCTED IN WHICH STRATEGIES WERE EXAMINED AS A FUNCTION OF VARIOUS ENVIRONMENTAL FACTORS. THE OVERALL RESULTS OF THE EXPERIMENTS INDICATED THE THREE MAIN FACTORS THAT INFLUENCED THE USE OF STRATEGIES WERE (1) THE EXTENT TO WHICH THE QUESTIONS REFLECTED THE DOMINANT CHARACTERISTICS OF THE STIMULI, (2) THE AVERAGE AMOUNT OF INFORMATION WHICH WAS OBTAINED WITH QUESTIONS, AND (3) THE RISK OF HAVING TO USE A LARGE NUMBER OF QUESTIONS. (TC)

ED 011 048 24
THE DEVELOPMENT OF A STUDENT ACCOUNTING SYSTEM. FINAL REPORT.
By- ANDERSON, GORDON V. AND OTHERS
TEXAS UNIV., AUSTIN
REPORT NUMBER CRP-S-257 PUB DATE 66
REPORT NUMBER BR-5-8176
CONTRACT OEC-5-10-341
EDRS PRICE MF-$0.18 HC-$3.52 88P.

DESCRIPTORS- *DATA ANALYSIS, *DATA COLLECTION, *STUDENT CHARACTERISTICS, *STUDENT RECORDS, *STUDENT RESEARCH, AUSTIN, DATA PROCESSING,

THE AIM OF THIS STUDY WAS TO DEVELOP, DEMONSTRATE, AND EVALUATE THE FEASIBILITY OF A PARTICULAR MODEL FOR A STUDENT ACCOUNTING SYSTEM AT THE UNIVERSITY OF TEXAS, INCORPORATING PREVIOUSLY COLLECTED INFORMATION PLUS ADDITIONAL QUESTIONNAIRE DATA FROM STUDENTS. A CENTRAL DATA BANK WAS ESTABLISHED TO INCLUDE (1) THE ACADEMIC RECORD OF THE STUDENT PRIOR TO ENTRY INTO THE UNIVERSITY, (2) THE RESULTS OF ADMISSION TESTS, INCLUDING THOSE USED FOR PLACEMENT, AND (3) SELECTED BACKGROUND INFORMATION ABOUT THE STUDENT, INCLUDING OCCUPATIONAL CHOICE, MARITAL STATUS, SCHOLARSHIP OR LOAN STATUS, OUTSIDE EMPLOYMENT, HOUSING SITUATION, AND PARENTS' EDUCATION AND EMPLOYMENT. STUDENTS WERE IDENTIFIED BY SOCIAL SECURITY NUMBER. IT WAS SHOWN THAT A SATISFACTORY SYSTEM FOR STATISTICAL STUDIES COULD BE DEVELOPED BY THE USE OF IBM 1230 ANSWER SHEETS AS QUESTIONNAIRES. THE EXPENSE, HOWEVER, OF GATHERING AND PROCESSING STUDENT QUESTIONNAIRES WAS SO CONSIDERABLE THAT CAREFUL DECISIONS WERE NEEDED TO DETERMINE WHAT QUESTIONS WOULD BE ASKED AND HOW FREQUENTLY THE QUESTIONNAIRES SHOULD BE FILLED OUT. (TC)

ED 011 049 24

MODIFICATION OF TEACHING PRACTICES AND COURSE CONTENT IN HIGH SCHOOL PSYCHOLOGY. FINAL REPORT.

By- ANDERSON, ROBERT L.

EASTERN MICHIGAN UNIV., YPSILANTI

REPORT NUMBER CRP-S-207 PUB DATE FEB 67

REPORT NUMBER BR-5-8063

CONTRACT OEC-5-10-327

EDRS PRICE MF-$0.09 HC-$0.52 13P.

DESCRIPTORS- *COURSE CONTENT, *EXPERIMENTAL PROGRAMS, *PSYCHOLOGY, *TEACHING METHODS, *WORKSHOPS, HIGH SCHOOL CURRICULUM, TEACHER WORKSHOPS, YPSILANTI,

THIS STUDY WAS CONDUCTED TO DETERMINE IF A 2-WEEK WORKSHOP IN EXPERIMENTAL PSYCHOLOGY FOR HIGH SCHOOL TEACHERS WOULD SIGNIFICANTLY MODIFY THEIR TEACHING PRACTICES AND CONTENT EMPHASES. THE SPECIFIC HYPOTHESES CONCERNING HIGH SCHOOL TEACHERS OF PSYCHOLOGY COMPLETING A 2-WEEK WORKSHOP IN EXPERIMENTAL PSYCHOLOGY WERE THAT THE TEACHERS WILL (1) SIGNIFICANTLY MODIFY THE CONTENT OF THEIR COURSES IN THE DIRECTION OF EXPERIMENTAL RESEARCH ORIENTATION DURING THE FOLLOWING YEAR AND (2) INCLUDE MORE EXPERIMENTS, DEMONSTRATIONS, AND FILMS THAT WILL EMPHASIZE PSYCHOLOGY AS A LABORATORY SCIENCE. THE HYPOTHESES WERE TESTED USING A SINGLE GROUP OF EIGHT EXPERIENCED PSYCHOLOGY TEACHERS IN A PRE- AND POST-TEST DESIGN. AN INVENTORY OF TEACHING METHODS AND COURSE CONTENT EMPHASES WAS EMPLOYED TO DETERMINE THE NATURE OF THE COURSES TAUGHT IN THE ACADEMIC YEAR PRECEDING THE WORKSHOP AND THE ACADEMIC YEAR FOLLOWING THE WORKSHOP. THE WORKSHOP ACTIVITIES INCLUDED THE PREPARATION OF DEMONSTRATIONS AND EXPERIMENTS APPROPRIATE FOR HIGH SCHOOL STUDENTS, VIEWING INSTRUCTIONAL FILMS, AND GROUP DISCUSSIONS OF COURSE ORGANIZATION, AND THE NATURE OF SCIENCE. SIGNIFICANT DIFFERENCES WERE OBTAINED FOR BOTH HYPOTHESES. THERE WAS SIGNIFICANTLY MORE EMPHASIS ON PSYCHOLOGY AS A SCIENCE, THE HUMAN ORGANISM, AND LEARNING. SIGNIFICANTLY LESS EMPHASIS WAS GIVEN TO THE TOPIC OF ADJUSTMENT AND MENTAL HEALTH. TEACHING PRACTICES WERE MODIFIED TO INCLUDE SIGNIFICANTLY MORE LABORATORY DEMONSTRATIONS, EXPERIMENTS, AUDIOVISUAL AIDS, AND REFERENCE MATERIALS. (TC)

ED 011 050 64

A PROCEDURAL AND COST ANALYSIS STUDY OF MEDIA IN INSTRUCTIONAL SYSTEMS DEVELOPMENT. QUARTERLY TECHNICAL REPORT.

By- DRESSEL, PAUL L. AND OTHERS

MICHIGAN ST. UNIV., EAST LANSING

REPORT NUMBER BR-5-0980 PUB DATE 31 MAR 65

REPORT NUMBER NDEA-VIIB-365

CONTRACT OEC-3-16-030

EDRS PRICE MF-$0.18 HC-$3.56 89P.

DESCRIPTORS- *AUDIOVISUAL INSTRUCTION, *INSTRUCTIONAL MATERIALS, *INSTRUCTIONAL TECHNOLOGY, *PROGRAM COSTS, *PROGRAM PLANNING, *SYSTEMS DEVELOPMENT, EAST LANSING, EDUCATIONAL FINANCE, INSTRUCTIONAL IMPROVEMENT, MODELS, SYMPOSIA, SYSTEMS ANALYSIS,

A BROAD STUDY WAS CONDUCTED OF THE DEVELOPMENTAL PROCEDURES AND COSTS OF THE NEWER MEDIA PREPARED FOR COURSE INSTRUCTION AT MICHIGAN STATE UNIVERSITY. DETAILS OF THE STUDY WERE PRESENTED IN TWO SEMINAR PAPERS THAT WERE PRESENTED AS DISSEMINATION REPORTS IN 1965 AT THE NATIONAL CONFERENCE OF THE AMERICAN EDUCATIONAL RESEARCH ASSOCIATION IN CHICAGO, AND AT THE DEPARTMENT OF AUDIOVISUAL INSTRUCTION CONVENTION IN MILWAUKEE. THE FIRST PAPER DISCUSSED THE RELATION OF SYSTEMS METHODOLOGY TO UNIVERSITY CURRICULAR AND INSTRUCTIONAL PLANNING. ATTENTION WAS FOCUSED ON (1) THE ANALYSIS OF THE COMPONENTS REQUIRED WITHIN THE INSTRUCTIONAL SYSTEM, (2) THE DESIGN OF DEVELOPMENTAL PROCEDURES NEEDED TO PRODUCE THE SYSTEM, AND (3) FIELD TRIALS OF THESE DEVELOPMENTAL PROCEDURES. THE SECOND PAPER DISCUSSED THE FUNCTIONS OF THE MEDIA SPECIALIST BY (1) IDENTIFYING A LOGICAL SEQUENCE OF MAJOR DECISIONS AND (2) ANALYZING THE PROBLEMS OF TRANSLATING DECISIONS INTO ACTUAL INSTRUCTIONAL MATERIALS. MEANS OF MOTIVATING FACULTY TO UNDERTAKE USE OF NEWER MEDIA WERE ALSO DISCUSSED. (AL)

ED 011 051 24

THE EFFECTIVENESS OF THREE MOTIVATIONAL METHODS (MEDIA, SUBJECT MATTER, AND COMBINATION MOTIVATIONS) IN AN ART PROGRAM IN THE ELEMENTARY GRADES.

By- CLEMENTS, ROBERT D. AND OTHERS

BALL STATE UNIV., MUNCIE, IND.

REPORT NUMBER CRP-S-388 PUB DATE FEB 67

REPORT NUMBER BR-5-0289

CONTRACT OEC-6-10-052

EDRS PRICE MF-$0.09 HC-$1.68 47P.

DESCRIPTORS- *ART EDUCATION, *EDUCATIONAL METHODS, *ELEMENTARY EDUCATION, *MOTIVATION TECHNIQUES, *QUESTIONNAIRES, MUNCIE,

THE MAJOR OBJECTIVE WAS TO DETERMINE THE RELATIVE EFFECTIVENESS OF THREE METHODOLOGICAL APPROACHES TO THE TEACHING OF ART IN THE ELEMENTARY SCHOOL. QUESTIONNAIRES ASKING HOW MUCH PERSONAL INVOLVEMENT, ART QUALITY, UNIQUENESS, AND PRIDE WERE GENERATED BY EACH MOTIVATIONAL TREATMENT WERE COMPLETED BY OBSERVERS AND ART TEACHERS FOR 90 LESSONS. EACH GRADE LEVEL RECEIVED FIVE SERIES OF A WIDE VARIETY OF ART MATERIALS. EACH SERIES USED ALL THREE TREATMENTS. FOR EXAMPLE, IN A JEWELRY SERIES, THE SUBJECT MOTIVATION WAS ANIMAL CLAY PINS, THE MEDIA MOTIVATION WAS PASTE JEWELRY, AND THE COMBINATION MOTIVATION WAS PLANT FORMS IN CLOISONNE. ANALYSES OF VARIANCE SHOWED SUBJECT AND COMBINATION MOTIVATIONS TO BE MORE EFFECTIVE ON THE STUDENT INVOLVEMENT CRITERIA, AND COMBINATION MOTIVATIONS TO BE MORE EFFECTIVE ON THE ART QUALITY CRITERIA. IN SIXTH GRADE, COMBINATION MOTIVATION WAS MOST EFFECTIVE, SUBJECT SECOND, AND MEDIA LEAST EFFECTIVE (THE AGE OF REALISM). IN FOURTH AND FIFTH GRADES, COMBINATION WAS BEST, MEDIA SECOND, AND SUBJECT MOTIVATION LEAST EFFECTIVE (THE AGE OF TINKERING). IN SECOND AND THIRD GRADES, SUBJECT MOTIVATION WAS MOST EFFECTIVE (AN AGE OF SYMBOLS). NO DIFFERENCE WAS FOUND AT FIRST GRADE. (TC)

ED 011 052 08

PILOT VOCATIONAL TEACHER TRAINING INSTITUTE IN DENTAL ASSISTING, AUGUST 1966.

By- CAVANAUGH, P.L. AND OTHERS

DETROIT UNIV., MICH., SCH. OF DENTISTRY

REPORT NUMBER BR-6-2652 PUB DATE 1 FEB 67

GRANT OEG-3-6-062652-0737

EDRS PRICE MF-$0.09 HC-$1.68 47P.

DESCRIPTORS- *CURRICULUM DEVELOPMENT, *DENTAL ASSISTANTS, *INSTITUTES (TRAINING PROGRAMS), *SUMMER PROGRAMS, *TEACHER EDUCATION, DETROIT, PROGRAM DEVELOPMENT, TEACHER ORIENTATION, TEACHER RESPONSIBILITY, TEACHER ROLE,

A 4-WEEK SUMMER PROGRAM OF TEACHER TRAINING FOR DENTAL ASSISTANTS WAS HELD FOR 20 PARTICIPANTS WHO PLANNED TO TEACH IN NEW DENTAL ASSISTING PROGRAMS. THE PROGRAM WAS PLANNED TO DEVOTE HALF THE SUBJECT AREA TO AN ORIENTATION AND A PREPARATION IN SELECTED AREAS OF PROFESSIONAL EDUCATION DEEMED ESSENTIAL TO SUCCESSFUL TEACHING. THE REMAINING SUBJECT AREA RELATED TO THE ROLE OF THE DENTAL ASSISTANT TEACHER IN DIRECTING A SCHOOL OF DENTAL ASSISTANTS, DEVELOPING ITS CURRICULUM, AND COORDINATING THE TOTAL PROGRAM. EVALUATION MEASURES WERE USED AT THE BEGINNING AND END OF THE TRAINING PROGRAM. (GD)

ED 011 053 48

A STUDY OF METHOD IN LANGUAGE-AND-CULTURE RESEARCH. FINAL REPORT.

By- MATHIOT, MADELEINE

MATHIOT (MADELINE), LOS ANGELES, CALIF.

REPORT NUMBER BR-5-1233 PUB DATE 66

CONTRACT OEC-2-14-007

EDRS PRICE MF-$0.65 HC-$16.56 414P.

DESCRIPTORS- *AMERICAN INDIAN LANGUAGES, *COGNITIVE MEASUREMENT, *CULTURAL FACTORS, *LANGUAGE RESEARCH, *PAPAGO, *STRUCTURAL ANALYSIS, CONCEPTUAL SCHEMES, LOS ANGELES,

A STRUCTURAL APPROACH TO THE COGNITIVE ANALYSIS OF LANGUAGE WAS PRESENTED IN THIS RESEARCH ON THE LANGUAGE AND CULTURE OF THE PAPAGO INDIANS OF ARIZONA. IN THIS STUDY, THE COGNITIVE PATTERNS OF A LANGUAGE WERE CALLED "THEMES OF THE LANGUAGE" AND THE COGNITIVE PATTERNS OF NONVERBAL CULTURE WERE CALLED "THEMES OF THE CULTURE." BOTH KINDS OF THEMES WERE CONSIDERED TO BE FEW IN NUMBER AND PATTERNED. THE HYPOTHESIS OF THE STUDY WAS THAT THE THEME STRUCTURE OF THE LANGUAGE IS SEPARATE FROM THE THEME STRUCTURE OF THE CULTURE BUT IS RELATED IN VARYING DEGREES. THIS HYPOTHESIS IS DIFFERENT FROM THE SAPIR-WHORF HYPOTHESIS THAT THE COGNITIVE DOMAIN OF LANGUAGE IS DIRECTLY RELATED TO CULTURE AND THUS INFLUENCES CULTURAL BEHAVIOR. THIS COGNITIVE STUDY OF THE PAPAGO LINGUISTIC SYSTEM STRESSED THE IMPORTANCE OF OPERATIONALLY DEFINED CONCEPTUAL TOOLS AND ADHERENCE TO AN ESTABLISHED SEQUENCE OF ANALYTIC STEPS. THIS APPROACH TO THE COGNITIVE ANALYSIS OF LANGUAGE YIELDED THREE TYPES OF RESULTS, NAMELY, (1) ANALYTICALLY DERIVED CONTENTS, (2) SUGGESTED THEMES, AND (3) A SUGGESTION REGARDING THE RELATIONS THAT MAKE UP THE THEME STRUCTURE. THE RESULTS WERE JUDGED BY A CRITERION OF LOGICAL RELIABILITY, AND IT WAS CONCLUDED THAT THE THREE RESULTS MET THE CRITERION IN VARYING DEGREES. (GD)

ED 011 054 95

A COMPARATIVE STUDY OF THE EDUCATIONAL ENVIRONMENT AND THE EDUCATIONAL OUTCOMES IN AN UNDERGROUND SCHOOL, A WINDOWLESS SCHOOL AND CONVENTIONAL SCHOOLS.

By- COOPER, JAMES G. IVEY, CARL H.

NEW MEXICO STATE DEPT. OF EDUCATION, SANTA FE

PUB DATE AUG 64

CONTRACT OEC-3-98-033

EDRS PRICE MF-$0.18 HC-$3.64 91P.

DESCRIPTORS- *ANXIETY, *COSTS, *EDUCATIONAL ENVIRONMENT, *SCHOOL BUILDINGS, *SCHOOL DESIGN, ABO PROJECT,

AN INVESTIGATION WAS MADE INTO THE EFFECTS OF AN ELEMENTARY SCHOOL-FALLOUT SHELTER UPON THE EDUCATIONAL CLIMATE WITHIN THAT SCHOOL AS COMPARED TO THE CLIMATES OF WINDOWLESS OR CONVENTIONAL SCHOOLS. THE ABO SCHOOL IN ARTESIA, NEW MEXICO, WAS BUILT WITHOUT WINDOWS AND ENTIRELY BELOW GROUND EXCEPT FOR THE ENTRY. INITIAL CONSTRUCTION COSTS WERE ABOUT 21 PERCENT HIGHER THAN FOR A CONVENTIONAL STRUCTURE. CUSTODIAL SERVICES WERE SOMEWHAT LOWER THAN FOR OTHER SCHOOLS IN ARTESIA. TEACHER VARIBLES WERE EXAMINED AND ANALYZED. IT WAS FOUND THAT THE ABO TEACHERS WERE VERY MUCH LIKE THE OTHER TEACHERS IN ARTESIA. THE STUDY OF PUPIL VARIABLES INCLUDED ANXIETY AND ATTENDANCE. NO EVIDENCE WAS FOUND TO INDICATE THAT THE ABO PUPILS WERE MORE ANXIOUS OR HAD ANY MORE ATTENDANCE PROBLEMS THAN PUPILS ATTENDING CONVENTIONAL OR WINDOWLESS SCHOOLS IN ARTESIA. NO EVIDENCE WAS FOUND DURING A 2-YEAR PERIOD TO RAISE ANY QUESTIONS ABOUT THE FEASIBILITY OF COMBINING A FALLOUT SHELTER WITH THE EDUCATIONAL FUNCTION. (TC)

ED 011 055 24

EDUCATIONAL RESEARCH AND THE LIBERAL ARTS.

By- BROWN, LEIBA

COLUMBIA UNIV., NEW YORK, BUR. OF APPL. SOC. RES.

REPORT NUMBER CRP-S-087 PUB DATE MAY 66

REPORT NUMBER BR-5-8281

EDRS PRICE MF-$0.18 HC-$3.28 82P.

DESCRIPTORS- *EDUCATIONAL RESEARCH, *GROUP RELATIONS, *LIBERAL ARTS, *ORGANIZATIONAL CLIMATE, *RESEARCHERS, COORDINATION, NEW YORK CITY, RESEARCH OPPORTUNITIES,

THE EXTENT OF CONTACT BETWEEN EDUCATIONAL RESEARCHERS AND THEIR COLLEAGUES IN THE LIBERAL ARTS WAS INVESTIGATED TO LOCATE THOSE ORGANIZATIONAL CONDITIONS IN UNIVERSITIES WHICH WOULD PROMOTE THE EXCHANGE OF THE INTELLECTUAL RESOURCES OF BOTH GROUPS. THE DESIGN OF THE STUDY INCLUDED SURVEYING THE CONTACTS WHICH EDUCATIONAL RESEARCHERS HAVE WITH THE LIBERAL ARTS, IDENTIFYING THE SOCIAL STRUCTURAL CONDITIONS WHICH FOSTER INTEGRATION OF BOTH GROUPS, AND LOCATING THOSE CONDITIONS WHICH SERVE TO WIDEN THE GAP BETWEEN THEM. SUCH AREAS AS HISTORICAL FACTORS, THE ROLE OF THE UNIVERSITY POWER STRUCTURE, ORGANIZATIONAL ARRANGEMENTS, CAREER LINES, ROLE OF THE FUNDING AGENCIES, AND THE CONSEQUENCES OF DIFFERENT DEGREES OF INTEGRATION OF THE TWO GROUPS WERE STUDIED. WHILE FINAL CONCLUSIONS AWAITED FURTHER DATA, THE EXISTING DATA SUGGESTED THAT CONTACTS BETWEEN EDUCATIONAL RESEARCHERS AND THE LIBERAL ARTS WERE NOT FULLY INSTITUTIONALIZED WHERE THEY DID EXIST. A PRELIMINARY RECOMMENDATION WAS THAT BRINGING LIBERAL-ARTS-TRAINED RESEARCHERS INTO SCHOOLS OF EDUCATION SHOULD BE SUPPLEMENTED BY ENCOURAGING EDUCATIONAL RESEARCHERS TO AFFILIATE DIRECTLY WITH PROFESSIONAL SOCIETIES IN THE LIBERAL ARTS. (GD)

ED 011 056 24

CROSS-CULTURAL STUDY OF THE RELATIONSHIP BETWEEN THE SOCIAL DESIRABILITY VARIABLE AND PERSONALITY VARIABLES.

By- GHEI, S.N.

VERMONT UNIV. AND STATE AGRIC. COLL., BURLINGTON
REPORT NUMBER BR-6-8494 PUB DATE 67
EDRS PRICE MF-$0.09 HC-$0.48 12P.

DESCRIPTORS- *COMPARATIVE ANALYSIS, *CULTURAL DIFFERENCES, *PERSONALITY ASSESSMENT, *PERSONALITY STUDIES, *SOCIAL ATTITUDES, AMERICAN CULTURE, BENGALI, BURLINGTON, COLLEGE STUDENTS, EDWARDS PERSONAL PREFERENCE SCHEDULE (EPPS), HINDI, INDIA, SELF CONCEPT,

AN EFFORT WAS MADE TO MEASURE THE EXTENT TO WHICH THE OBSERVED DIFFERENCES IN THE PERSONALITY STRUCTURE OF AMERICAN COLLEGE STUDENTS AND COLLEGE STUDENTS IN INDIA MIGHT HAVE BEEN AFFECTED BY CROSS-CULTURAL DIFFERENCES IN A SOCIAL DESIRABILITY SET DERIVED FROM THE EDWARDS PERSONAL PREFERENCE SCHEDULE (EPPS). EIGHT HYPOTHESES WERE TESTED ON 243 AMERICAN LIBERAL ARTS UNDERGRADUATE FEMALES AND 256 FROM TWO LINGUISTIC REGIONS (HINDI AND BENGALI) OF INDIA. RESULTS SHOWED THAT SOCIAL DESIRABILITY SCALE VALUES OF PERSONALITY STATEMENTS WERE POSITIVELY AND SIGNIFICANTLY RELATED NOT ONLY ACROSS TWO DISTINCT LINGUISTIC REGIONS OF INDIA BUT ALSO ACROSS THE AMERICAN AND INDIAN CULTURES. IT WAS CONCLUDED THAT PERSONALITY TESTS IN WHICH VARIOUS RESPONSE SETS HAVE BEEN PURPOSELY CONTROLLED MAY PROVE TO BE USEFUL IN THE OBJECTIVE CROSS-CULTURAL STUDY OF PERSONALITY. (GD)

ED 011 057 24
EXPLORATORY TYPE OF EVALUATION OF TV TRAINING OF ELEMENTARY MATHEMATICS TEACHERS. FINAL REPORT.
BY- DWIGHT, LESLIE A. AND OTHERS
SOUTHEASTERN STATE COLL., DURANT, OKLA.
REPORT NUMBER CRP-S-424-66 PUB DATE 66
REPORT NUMBER BR-5-8412
EDRS PRICE MF-$0.09 HC-$0.56 14P.

DESCRIPTORS- *COMPARATIVE ANALYSIS, *CONVENTIONAL INSTRUCTION, *MATHEMATICS EDUCATION, *TEACHER EDUCATION, *TEACHING TECHNIQUES, *TELEVISED INSTRUCTION, DURANT, ELEMENTARY SCHOOL TEACHERS, TELEVISION RESEARCH,

THE EFFECTIVENESS OF TELEVISION TEACHING OF ELEMENTARY MATHEMATICS TEACHERS WAS COMPARED WITH REGULAR CLASSROOM TEACHING BY ESTIMATING THE DIFFERENCES IN ACHIEVEMENT, INTEREST, DESIRE, MERIT, AND POSSIBILITIES THAT EACH APPROACH HAD TO OFFER. EACH GROUP WAS ADMINISTERED A BATTERY OF EIGHT TESTS ON A PRE- AND POST-TEST BASIS. ON EACH OF THE EIGHT TESTS THE REGULAR CLASS AVERAGED BETTER THAN THE TELEVISION CLASS, AND THE DIFFERENCE BETWEEN CLASSES TENDED TO INCREASE WITH TIME. IT WAS CONCLUDED THAT, WHILE THE TELEVISION CLASS PARTICIPANTS DID NOT ACHIEVE AS WELL AS THE REGULAR CLASS PARTICIPANTS, THE AVERAGE SCORES ON THE TESTS INDICATE THAT THE TELEVISION PARTICIPANTS DID GAIN CONSIDERABLE KNOWLEDGE FROM THE TELEVISED LESSONS. (GD)

ED 011 058 24
AN ANALYSIS OF SELECTED PROGRAMS FOR THE TRAINING OF CIVIL RIGHTS AND COMMUNITY LEADERS IN THE SOUTH.
BY- NORTON, AIMEE I.
FISK UNIV., NASHVILLE, TENN.
REPORT NUMBER CRP-S-291 PUB DATE JUN 66
REPORT NUMBER BR-5-8280
EDRS PRICE MF-$0.27 HC-$7.44 186P.

DESCRIPTORS- *COMPARATIVE ANALYSIS, *FREEDOM ORGANIZATIONS, *INSTITUTES (TRAINING PROGRAMS), *LEADERSHIP TRAINING, *NEGRO LEADERSHIP, CIVIL RIGHTS, EDUCATIONAL PROGRAMS, INTEGRATION STUDIES, INTERGROUP EDUCATION, LEADER PARTICIPATION, NASHVILLE, RACIAL INTEGRATION, SOUTHERN COMMUNITY, WORKSHOPS,

THREE EXAMPLES OF RACIALLY INTEGRATED, RESIDENTIAL ADULT EDUCATION PROGRAMS CONDUCTED FOR THE TRAINING OF CIVIL RIGHTS AND COMMUNITY LEADERS IN THE SOUTH WERE EXAMINED. THE PROGRAMS STUDIED WERE (1) A 1955 WORKSHOP ON SCHOOL DESEGREGATION, ONE OF A SERIES OF WORKSHOPS DEVELOPED BY THE HIGHLANDER FOLK SCHOOL, AN ADULT EDUCATION CENTER IN RURAL TENNESSEE, (2) THE 1965 ANNUAL INSTITUTE OF RACE RELATIONS CONDUCTED BY THE RACE RELATIONS DEPARTMENT OF THE AMERICAN MISSIONARY ASSOCIATION AT FISK UNIVERSITY, NASHVILLE, TENNESSEE, AND (3) A 1965 CITIZENSHIP SCHOOL TEACHER TRAINING WORKSHOP SPONSORED BY THE SOUTHERN CHRISTIAN LEADERSHIP CONFERENCE, THE CIVIL RIGHTS ORGANIZATION HEADED BY DR. MARTIN LUTHER KING. EACH PROGRAM WAS EXAMINED AS A POTENTIAL MODEL FOR POSSIBLE USE BY INSTITUTIONS AND ORGANIZATIONS IN THE SOUTH CONCERNED WITH DEVELOPING LEADERSHIP TRAINING PROGRAMS. THE DATA ON WHICH THE DESCRIPTION AND ANALYSIS OF EACH OF THE THREE PROGRAMS WAS BASED DEALT WITH PROGRAM OBJECTIVES, EXAMPLES OF LEARNING EXPERIENCES USED TO OBTAIN THESE OBJECTIVES, STUDENT AND STAFF EVALUATION OF PROGRAMS, AND THE APPARENT EFFECT AND EFFECTIVENESS OF THE PROGRAMS AS VIEWED BY THE PARTICIPANTS. THE FIRST AND THIRD OF THE THREE PROGRAMS WERE JUDGED TO HAVE POTENTIAL USE AS MODELS IN OTHER INSTITUTIONS. (GD)

ED 011 059 24
A COMPARISON BETWEEN TWO KINDS OF SECONDARY MATHEMATICS COURSES WITH RESPECT TO INTELLECTUAL CHANGES.
BY- VAN HORN, CHARLES
ILLINOIS UNIV., URBANA
REPORT NUMBER CRP-1546 PUB DATE OCT 66
CONTRACT OEC-2-10-087
EDRS PRICE MF-$0.18 HC-$2.76 68P.

DESCRIPTORS- *ACHIEVEMENT GAINS, *ALGEBRA, *COURSE CONTENT, *INTELLECTUAL DEVELOPMENT, *MATHEMATICS INSTRUCTION, COMPARATIVE ANALYSIS, EXPERIMENTAL GROUPS, SECONDARY EDUCATION, STRUCTURE OF INTELLECT, TESTING, URBANA,

FROM A STUDY OF GUILFORD'S MODEL OF THE STRUCTURE OF INTELLECT, THE HYPOTHESIS WAS FORMED THAT THE ABILITIES MOST IMPORTANT TO LEARNING MATHEMATICS AND MOST LIKELY TO BE CULTIVATED IN MATHEMATICS CLASS ARE THOSE WHICH REQUIRE THE OPERATIONS OF COGNITION AND CONVERGENT PRODUCTION PERFORMED ON SYMBOLIC AND SEMANTIC CONTENT. A BATTERY OF TESTS SELECTED TO REPRESENT SEVERAL COMBINATIONS OF THESE OPERATIONS AND CONTENTS WAS ASSEMBLED TO PROVIDE DATA BY WHICH THE HYPOTHESIS MIGHT BE TESTED. TWO SAMPLES OF PUPILS ABOUT TO BEGIN THE STUDY OF ALGEBRA WERE TESTED. ONE SAMPLE WAS DRAWN FROM SCHOOLS IN WHICH THE MATERIALS AND METHODS DEVELOPED BY THE UNIVERSITY OF ILLINOIS COMMITTEE ON SCHOOL MATHEMATICS (UICSM) WERE IN USE, AND THE OTHER FROM SCHOOLS WHICH USED OTHER MATERIALS. AT THE END OF THE SAME SCHOOL YEAR, THE SUBJECT-MATTER PROFICIENCIES OF THOSE PUPILS WERE MEASURED BY APPROPRIATE CRITERION TESTS, AND THE SAME EXPERIMENTAL TESTS WERE ADMINISTERED TO ANOTHER SAMPLE OF PUPILS FROM THE SAME SCHOOLS. PUPILS ENROLLED IN UICSM COURSES EXCELLED IN MORE

THAN HALF OF THE EXPERIMENTAL MEASURES. THE PROJECT HYPOTHESIS WAS TENTATIVELY SUPPORTED. ONE OF THE CONCLUSIONS STATED WAS THAT THE EXPECTATION THAT MEASURES OF COGNITION OF SYMBOLIC SYSTEMS WOULD BE VALID PREDICTORS OF ALGEBRA ACHIEVEMENT WAS NOT SUBSTANTIATED. (TC)

ED 011 060 24

THE PREPARATION OF YOUTH FOR EFFECTIVE OCCUPATIONAL UTILIZATION, THE ROLE OF THE SECONDARY SCHOOL IN THE PREPARATION OF YOUTH FOR EMPLOYMENT.
BY- KAUFMAN, JACOB J. AND OTHERS
PENNSYLVANIA STATE UNIV., UNIVERSITY PARK
REPORT NUMBER BR-5-0087 PUB DATE FEB 67
REPORT NUMBER CRP-2847
CONTRACT OEC-5-10-119
EDRS PRICE MF-$0.65 HC-$17.92 448P.

DESCRIPTORS- *EMPLOYMENT OPPORTUNITIES, *JOB SKILLS, *SPECIAL EDUCATION, *VOCATIONAL EDUCATION, *YOUTH EMPLOYMENT, JOB TRAINING, PROGRAM PLANNING, UNIVERSITY PARK,

ISSUES IN THE EDUCATION OF YOUTH FOR EMPLOYMENT WERE INVESTIGATED. THE STUDY INCLUDED AN EVALUATION OF VOCATIONAL EDUCATION, ITS IMAGE, AND THE ROLE IT PLAYS IN THE TRAINING OF SUCH SPECIAL GROUPS AS GIRLS AND NEGROES. IT WAS FOUND THAT, FROM AN EARNING POINT-OF-VIEW, GRADUATES OF VOCATIONAL EDUCATION CURRICULUMS DID AS WELL AS ACADEMIC GRADUATES, ALTHOUGH THE FORMER APPEARED TO BE MORE SATISFIED WITH THEIR JOBS. NEGROES WERE USUALLY BETTER IN VOCATIONAL EDUCATION CURRICULUMS THAN IN THE ACADEMIC CURRICULUMS, BUT APPEARED TO BE BLOCKED IN JOB PLACEMENT. OPPORTUNITIES FOR GIRLS WERE QUITE LIMITED. IT WAS RECOMMENDED THAT OCCUPATIONAL TRAINING PROGRAMS BE EXPANDED TO MEET THE NEEDS OF ALL YOUTH AND THAT NEW METHODS OF INSTRUCTION BE DEVISED TO MEET THE NEEDS OF YOUTH IN THE SECONDARY SCHOOLS. IT WAS ALSO RECOMMENDED THAT THE ADMINISTRATION OF VOCATIONAL EDUCATION BE GIVEN A GREATER VOICE IN THE SETTING OF SCHOOL POLICIES AND PROGRAMS. FINALLY, IT WAS RECOMMENDED THAT INDUSTRIAL ADVISORY GROUPS PARTICIPATE MORE ACTIVELY IN PROGRAM PLANNING. (TC)

ED 011 061 08

A DEVELOPMENTAL PROGRAM FOR THE IMPROVEMENT OF TRADE-TECHNICAL TEACHER EDUCATION IN THE SOUTHERN STATES.
BY- ALLEN, DAVID AND OTHERS
LOS ANGELES CITY SCHOOLS, CALIF.
REPORT NUMBER BR-6-2861 PUB DATE 66
CALIFORNIA UNIV., LOS ANGELES
GRANT OEG-4-6-062861-1957
EDRS PRICE MF-$0.18 HC-$2.96 74P.

DESCRIPTORS- *FOLLOWUP STUDIES, *TEACHER EDUCATION, *TECHNICAL EDUCATION LOS ANGELES, *TRADE AND INDUSTRIAL EDUCATION, *WORKSHOPS, FIELD TRIPS, LEADERSHIP TRAINING, QUESTIONNAIRES, SOUTHERN STATES,

DURING THE SUMMER OF 1966, 14 TRADE AND TECHNICAL EDUCATORS FROM COLLEGES OF THE SOUTHERN STATES MET AT UCLA IN A WORKSHOP DESIGNED TO PERMIT THEM TO WORK AS A GROUP ON PROBLEMS OF MUTUAL CONCERN. THEY PARTICIPATED WITH MORE THAN 800 TRADE AND TECHNICAL TEACHERS FROM CALIFORNIA WHO WERE ENROLLED IN THE UCLA SUMMER SESSION PROGRAM. THROUGH ACTIVE PARTICIPATION, THESE EDUCATORS WERE ABLE TO GAIN CONCEPTS AND METHODS WHICH THEY COULD INITIATE IN THEIR OWN PROGRAMS. IN ADDITION, THEY WERE ABLE TO EVALUATE THE TEACHER EDUCATION PROGRAM. A FOLLOWUP STUDY WAS MADE 8 MONTHS LATER TO IDENTIFY THE DEGREE TO WHICH THEY HAD INCORPORATED THE METHODS AND TECHNIQUES OBSERVED DURING THE TEACHER EDUCATION. (TC)

ED 011 062 08

MINNESOTA COORDINATION UNIT FOR RESEARCH AND DEVELOPMENT IN OCCUPATIONAL EDUCATION.
BY- HOSS, JEROME, JR. NELSON, HOWARD F.
MINNESOTA UNIV., MINNEAPOLIS
REPORT NUMBER BR-5-0097 PUB DATE MAR 67
REPORT NUMBER ERD-307
CONTRACT OEC-5-85-120
EDRS PRICE -$0.09 HC-$0.92 23P.

DESCRIPTORS- *INFORMATION DISSEMINATION, *OCCUPATIONAL INFORMATION, *PROGRAM DEVELOPMENT, *RESEARCH COORDINATING UNITS, *VOCATIONAL EDUCATION, MINNEAPOLIS, RESEARCH,

THE MINNESOTA COORDINATION UNIT FOR RESEARCH AND DEVELOPMENT IN OCCUPATIONAL EDUCATION WAS ESTABLISHED IN JUNE 1965 AT THE UNIVERSITY OF MINNESOTA FOR THE PURPOSES OF COORDINATING AND STIMULATING OCCUPATIONAL EDUCATION RESEARCH, COLLECTING AND DISSEMINATING THE RESULTS OF THAT RESEARCH, PROVIDING TECHNICAL CONSULTATION AND RESEARCH TRAINING, AND CONDUCTING SIGNIFICANT RESEARCH. THE UNIT ENGAGED IN A MULTITUDE OF ACTIVITIES DESIGNED TO ACCOMPLISH ITS PURPOSES. SOME OF THE ACTIVITIES WERE (1) CONVENING AND UTILIZING AN ADVISORY COMMITTEE, (2) ADMINISTERING TWO CONFERENCES OF OCCUPATIONAL EDUCATION RESEARCHERS FROM THE UPPER MIDWEST REGION, (3) CONDUCTING MEETINGS OF INTERESTED RESEARCHERS IN SEVERAL LOCATIONS THROUGHOUT THE STATE, (4) DEVELOPING AND OPERATING A RESEARCH LIBRARY, (5) PUBLISHING 12 RESEARCH-RELATED DOCUMENTS WHICH HAVE BEEN DISTRIBUTED TO ALL INTERESTED INDIVIDUALS IN THE STATE AND TO OTHER COORDINATION UNITS, (6) CONDUCTING A 7-WEEK SUMMER INSTITUTE, A SPECIAL 2-DAY STATISTICAL SEMINAR, AND A 3-YEAR PH.D. FELLOWSHIP PROGRAM TO TRAIN RESEARCHERS, AND (7) CONDUCTING RESEARCH STUDIES AND PARTIALLY SUPPORTING THE STUDIES OF OTHER COMPETENT PERSONS. (TC)

ED 011 063 24

IMPROVING THE TEACHING OF ART APPRECIATION, RESEARCH AND DEVELOPMENT TEAM FOR THE IMPROVEMENT OF TEACHING ART APPRECIATION IN THE SECONDARY SCHOOLS.
BY- ECKER, DAVID W.
OHIO STATE UNIV., COLUMBUS, RESEARCH FOUNDATION
REPORT NUMBER CRP-V-008 PUB DATE NOV 66
REPORT NUMBER BR-5-1368
CONTRACT OEC-5-10-308
EDRS PRICE MF-$0.54 HC-$14.16 354P.

DESCRIPTORS- *ART APPRECIATION, *DEVELOPMENTAL PROGRAMS, *INSTRUCTIONAL IMPROVEMENT, *SECONDARY SCHOOLS, *TEACHING METHODS, ART EDUCATION, COLUMBUS, RESEARCH PROJECTS,

IN THE SUMMER OF 1965, A RESEARCH AND DEVELOPMENT TEAM WAS ASSEMBLED AT OHIO STATE UNIVERSITY TO CONSIDER THE PROBLEM OF IMPROVING INSTRUCTION IN ART APPRECIATION IN THE SECONDARY SCHOOLS. THE OBJECTIVES WERE (1) TO PRODUCE NOT LESS THAN EIGHT CORRELATED STUDIES FOCUSED ON SOME OF THE

CONCEPTUAL AND OPERATIONAL PROBLEMS INVOLVED IN FUTURE RESEARCH AND DEVELOPMENT ACTIVITIES, AND (2) TO EVALUATE THE UTILITY AND PRODUCTIVITY OF SHORT-TERM RESEARCH IN CONFRONTING THE DEVELOPMENTAL PROBLEMS. ONE JUDGE EVALUATED THE TEAM'S WORK-IN-PROGRESS, AND THREE JUDGES EVALUATED THE COMPLETED STUDIES. ON THE BASIS OF THESE FORMAL EVALUATIONS (INCLUDED IN THE REPORT) AND THE INFORMAL CRITICISM OF 35 MEMBERS OF THE INSTITUTE FOR ADVANCED STUDY IN ART APPRECIATION, OHIO STATE UNIVERSITY, SUMMER 1966, IT APPEARED THAT THE RESEARCH AND DEVELOPMENT TEAM SUCCESSFULLY DEALT WITH THE PROBLEMS IT SET OUT TO INVESTIGATE. THE DISCUSSIONS INCLUDED IN THE REPORT WERE (1) A HISTORY OF THE TEACHING OF ART APPRECIATION IN PUBLIC SCHOOLS, (2) ART APPRECIATION AND THE ADOLESCENT MYSTIQUE, (3) VERBAL OPERATIONS IN CLASSROOM INSTRUCTION, (5) THE WORK OF ART AND THE OBJECT OF APPRECIATION, (6) THE WORK OF ART AND THE TEXT THAT ACCOMPANIES IT, (7) FOUR FUNCTIONS FOR AN ART TEACHER, AND (8) EVALUATIONS OF THOSE SEVEN STUDIES. (TC)

ED 011 064 24

DIFFERENCES IN AIMS OF HIGH SCHOOL AND COLLEGE TEACHERS OF CHEMISTRY.

BY- D'AGOSTINO, BROTHER C. JOSEPH
NEW YORK UNIV., N.Y., SCH. OF EDUCATION

REPORT NUMBER CRP-S-303 PUB DATE 66
REPORT NUMBER BR-5-8209
EDRS PRICE MF-$0.36 HC-$8.44 211P.

DESCRIPTORS- *CHEMISTRY TEACHERS, *COLLEGE STUDENTS, *COLLEGE TEACHERS, *COMMUNICATION PROBLEMS, *SECONDARY SCHOOL TEACHERS, FACTOR ANALYSIS, NEW YORK CITY, QUESTIONNAIRES,

AN INVESTIGATION WAS MADE OF THE ARTICULATION GAP WHICH RESULTS FROM THE LACK OF COMMUNICATION IN CHEMISTRY EDUCATION BETWEEN HIGH SCHOOL TEACHERS AND COLLEGE INSTRUCTORS OF FIRST-YEAR COURSES, AND FROM A LACK OF AGREEMENT ABOUT THE AIMS AND OBJECTIVES OF CHEMISTRY COURSES AT THE SECONDARY LEVEL. ELIMINATION OF THIS GAP WAS CONSIDERED BY THE INVESTIGATOR TO BE NECESSARY TO PROVIDE STUDENTS A SEQUENTIAL EDUCATION. TO DETERMINE THE EXTENT OF THE GAP AND THE FACTORS CONCERNED, 3,000 QUESTIONNAIRES WERE DISTRIBUTED NATIONWIDE TO THREE SEPARATE GROUPS--1,000 TO HIGH SCHOOL CHEMISTRY TEACHERS, 1,000 TO FIRST-YEAR COLLEGE CHEMISTRY PROFESSORS, AND 1,000 TO FIRST-YEAR COLLEGE CHEMISTRY STUDENTS. RESPONDENTS RATED NUMEROUS ASPECTS OF CHEMISTRY INSTRUCTION ON A THREE-POINT SCALE OF IMPORTANCE. THE AUTHOR THEN RANKED EACH ITEM IN ITS ORDER OF IMPORTANCE ACCORDING TO THE NUMBER OF RESPONDENTS IN EACH GROUP WHO HAD RANKED THAT ITEM AS "VERY IMPORTANT." THREE RESULTING LISTS WERE STATISTICALLY COMPARED, AND THE DIFFERENCES IN RESPONSE BETWEEN THE TWO GROUPS OF TEACHERS WERE TESTED AT THE .01 LEVEL. OF THE 10 AREAS IN WHICH THE TWO GROUPS DIFFERED MOST, SEVEN WERE SHOWN TO HAVE STATISTICALLY SIGNIFICANT DIFFERENCES. THE AUTHOR CONCLUDED THAT A SIGNIFICANT DISAGREEMENT EXISTS BETWEEN HIGH SCHOOL AND COLLEGE CHEMISTRY TEACHERS REGARDING OBJECTIVES AND CURRICULUM FOR HIGH SCHOOL CHEMISTRY CLASSES. (LB)

ED 011 065 24

PROGRAMED READING INSTRUCTION FOR CULTURALLY DEPRIVED SLOW LEARNERS.

BY- HALPASS, LESLIE F. AND OTHERS
MACDONALD TRAINING CTR.FOUNDATION, TAMPA, FLA.

REPORT NUMBER BR-6-8436 PUB DATE AUG 66
CONTRACT OEC-2-7-068436-0069
EDRS PRICE MF-$0.09 HC-$1.80 45P.

DESCRIPTORS- *BASIC READING, *CULTURALLY DISADVANTAGED, *PROGRAMED INSTRUCTION, *READING INSTRUCTION, *SLOW LEARNERS, BEGINNING READING, DISADVANTAGED YOUTH, PRIMARY EDUCATION, PROGRAMED MATERIALS, PROGRAMED TEXTS, TAMPA, TEACHING MACHINES, VOCABULARY DEVELOPMENT, WORKBOOKS,

THE EFFECTIVENESS OF PROGRAMED INSTRUCTIONAL MATERIALS FOR TEACHING BASIC READING SKILLS TO SLOW-LEARNING, CULTURALLY-DEPRIVED, 6 TO 9 YEAR-OLD CHILDREN WAS EVALUATED. THE MATERIALS STUDIED HAD BEEN EVALUATED PREVIOUSLY WITH EDUCABLE MENTALLY RETARDED SUBJECTS, 10 TO 16 YEARS OF AGE. THE STUDY WAS MADE TO DETERMINE WHAT MODIFICATIONS OF THESE MATERIALS WOULD BE NEEDED FOR USE WITH THE YOUNGER STUDENTS. THE 45 CHILDREN WERE DIVIDED INTO ONE CONTROL GROUP TAUGHT BY TRADITIONAL CLASSROOM TECHNIQUES AND TWO EXPERIMENTAL GROUPS, ONE TAUGHT BY MACHINE AND ONE TAUGHT USING PROGRAMED WORKBOOKS. EACH GROUP RECEIVED THE SAME LIST OF WORDS SELECTED BY THE AUTHORS. AT THE END OF THE EXPERIMENT, THE CHILDREN WERE TESTED FOR VOCABULARY IMPROVEMENT. THE SCORES OF EACH GROUP WERE STATISTICALLY COMPARED WITH EVERY OTHER GROUP. THE RESULTS SHOWED A STATISTICALLY SIGNIFICANT IMPROVEMENT IN VOCABULARY GAIN FOR THE MACHINE-TAUGHT GROUP OVER THE CONTROL GROUP AND FOR THE WORKBOOK-TAUGHT GROUP OVER THE CONTROL GROUP, BUT NO SIGNIFICANT DIFFERENCE WAS FOUND BETWEEN THE MACHINE-TAUGHT AND THE WORKBOOK-TAUGHT GROUPS. THE AUTHORS CONCLUDED THAT PROGRAMED INSTRUCTIONAL MATERIALS TEND TO INCREASE READING SKILLS AND ARE FEASIBLE FOR USE WITH THE POPULATION SAMPLED. (LB)

ED 011 066 64

A DEMONSTRATION PROJECT OF PROGRAMED TELEVISION INSTRUCTION.

BY- KOMOSKI, P. KENNETH
COLUMBIA UNIV., NEW YORK, INST. FOR EDUC. TECH.

REPORT NUMBER BR-5-1184 PUB DATE JUL 66
REPORT NUMBER NDEA-VIIB-482
CONTRACT OEC-4-16-034
EDRS PRICE MF-$0.27 HC-$7.72 193P.

DESCRIPTORS- *DEMONSTRATION PROJECTS, *GROUP INSTRUCTION, *PACING, *PROGRAMED INSTRUCTION, *TELEVISED INSTRUCTION, DISTRICT OF COLUMBIA, EDUCATIONAL OBJECTIVES, FILM PRODUCTION, GEOGRAPHY INSTRUCTION, NEW YORK CITY,

A DEMONSTRATION PROJECT WAS BEGUN TO CREATE GROUP-PACED, PROGRAMED TELEVISION INSTRUCTION IN THE FORM OF A SHORT SERIES OF LESSONS DESIGNED TO ENABLE STUDENTS WITHIN A GIVEN TARGET POPULATION TO LEARN A SPECIFIC SET OF INSTRUCTIONAL OBJECTIVES. THREE GEOGRAPHY LESSONS WERE DEVELOPED THROUGH A PROCESS OF TESTING, REVISING, AND VALIDATING UNDER NORMAL CLASSROOM CONDITIONS IN SCHOOLS THAT REGULARLY USE INSTRUCTIONAL TELEVISION. THESE LESSONS AVOIDED THE "TEACHER-ON-CAMERA" TECHNIQUE AND USED ONLY THE VOICE OF THE TEACHER TO DIRECT ATTENTION TO CERTAIN ASPECTS OF THE VISUAL TEACHING DISPLAYS. ALONG WITH THE THREE-LESSON DEMONSTRATION SERIES, A 45-MINUTE FILM WAS PRODUCED WHICH CONTAINED EXCERPTS FROM THE FINAL VERSIONS OF THE THREE LESSONS AND WHICH ALSO SUMMARIZED THE FINAL IN-SCHOOL TESTING OF THE LESSONS AND THE PROCESS BY WHICH THEY WERE DEVELOPED. THE

TEST POPULATION INCLUDED ELEMENTARY STUDENTS FROM 17 SCHOOL DISTRICTS IN THE DISTRICT OF COLUMBIA VICINITY. ALTHOUGH THE INVESTIGATOR INDICATED A NEED FOR DECISION CONCERNING THE RANGE OF ABILITY LEVELS TO BE TAUGHT BY ANY ONE LESSON, HE CONCLUDED THAT THE USE OF TELEVISION NEED NOT BE LIMITED TO ENRICHMENT PROGRAMING AND THAT THE LESSONS DEVELOPED HAD DEMONSTRATED THE EFFICACY OF GROUP-PACED, PROGRAMED TELEVISION FOR DIRECT INSTRUCTION. (GD)

ED 011 067 08

IOWA SCHOOL BOND ISSUES, DATA BOOK.
BY- BEAL, GEORGE M. AND OTHERS
IOWA STATE UNIV. OF SCIENCE AND TECH., AMES
REPORT NUMBER BR-5-0045 PUB DATE 66
REPORT NUMBER ERD-255
EDRS PRICE MF-$0.27 HC-$6.68 167P.

DESCRIPTORS- *BOARD OF EDUCATION ROLE, *BOND ISSUES, *DATA COLLECTION, *SCHOOL COMMUNITY RELATIONSHIP, *SCHOOL SUPERINTENDENTS, AMES, DATA ANALYSIS, EDUCATIONAL FINANCE, EDUCATIONAL NEEDS, SCHOOL SUPPORT,

SOCIOLOGICAL ASPECTS OF THE PROCESSES AND RELATIONSHIPS BETWEEN SCHOOL AND COMMUNITY IN RELATION TO SCHOOL BOND ISSUES WERE STUDIED. IN THE FIRST SECTION, CHAPTER I ATTEMPTED TO PLACE SCHOOL BOND ISSUES IN THE GENERAL CONTEXT OF EDUCATIONAL NEEDS, AND CHAPTER II PRESENTED A REVIEW OF THE LITERATURE AND RESEARCH STUDIES THAT HAVE DEALT WITH RECOMMENDATIONS AND FINDINGS RELATED TO SCHOOL BOND ISSUE ELECTIONS. THE SECOND SECTION PROVIDES A THEORETICAL ORIENTATION AND DESCRIBES THE SAMPLING AND FIELD PROCEDURES USED IN THIS STUDY. IN THE THIRD SECTION, DATA OBTAINED FROM IOWA SCHOOL SUPERINTENDENTS INVOLVED IN SCHOOL BOND ELECTIONS DURING A 5-YEAR PERIOD WERE ANALYZED AND PRESENTED AS A DATA BOOK. DATA GATHERED CLEARLY INDICATED THAT SUPERINTENDENTS CONSIDERED COOPERATIVE PERFORMANCE BETWEEN THE SUPERINTENDENTS AND THE BOARD OF EDUCATION AS MORE IMPORTANT IN PASSING BOND ELECTIONS THAT THE USE OF A CITIZEN'S ADVISORY COMMITTEE. (GD)

ED 011 068 08

RESEARCH AND DEVELOPMENT IN VOCATIONAL AND TECHNICAL EDUCATION--NON-METROPOLITAN AREAS.
BY- THOMAS, ROBERT W.
IOWA STATE UNIV. OF SCIENCE AND TECH., AMES
REPORT NUMBER ERD-255-1 PUB DATE NOV 66
REPORT NUMBER BR-5-0045-1
CONTRACT OEC-5-85-108
EDRS PRICE MF-$0.18 HC-$2.76 69P.

DESCRIPTORS- *EDUCATIONAL RESEARCH, *RESEARCH AND DEVELOPMENT CENTERS, *RURAL AREAS, *TECHNICAL EDUCATION, *VOCATIONAL EDUCATION, AMES, EDUCATIONAL RESOURCES, EMPLOYMENT OPPORTUNITIES, HUMAN RESOURCES, OCCUPATIONAL GUIDANCE, RESEARCH COORDINATING UNITS,

A STRATEGIC INTELLIGENCE UNIT AND A RESEARCH ACTIVITIES UNIT WERE THE TWO MAIN COMPONENTS OF THIS PROJECT FOR RESEARCH AND DEVELOPMENT IN PROBLEMS OF VOCATIONAL AND TECHNICAL EDUCATION FOR NONMETROPOLITAN AREAS. PROBLEM CONCEPTUALIZATIONS AND INTERDISCIPLINARY RESEARCH WERE THE ACTIVITIES OF THESE TWO PROJECT COMPONENTS. THE PRIMARY FUNCTION OF THE STRATEGIC INTELLIGENCE UNIT WAS TO PROVIDE INFORMATION REGARDING VOCATIONAL AND TECHNICAL EDUCATION AND TO CONCERN ITSELF WITH PERCEPTION, ASSESSMENT, AND ARTICULATION OF THE EXISTING SOCIAL ENVIRONMENT AS IT IMPINGES UPON VOCATIONAL AND TECHNICAL EDUCATION. THE RESEARCH ACTIVITIES UNIT, DESIGNED TO RESEARCH PROBLEMS OF EDUCATION FOR NONMETROPOLITAN AREAS, PURSUED ACTIVITIES IN HUMAN RESOURCE DEVELOPMENT, OCCUPATIONAL OPPORTUNITIES, AND EDUCATIONAL RESOURCES DEVELOPMENT AND TRAINING. THE APPENDIX TO THIS REPORT IS ED 011 069. (GD)

ED 011 069 08

PROJECT IN RESEARCH AND DEVELOPMENT IN VOCATIONAL AND TECHNICAL EDUCATION--NON-METROPOLITAN AREAS. APPENDIX OF FINAL RESEARCH REPORTS.
BY- HAHLSTEDE, JOHN P. AND OTHERS
IOWA STATE UNIV. OF SCIENCE AND TECH., AMES
REPORT NUMBER ERD-255-2 PUB DATE NOV 66
REPORT NUMBER BR-5-0045-2
CONTRACT OEC-5-85-108
EDRS PRICE MF-$0.36 HC-$10.24 256P.

DESCRIPTORS- *DROPOUTS, *EDUCATIONAL RESEARCH, *OCCUPATIONAL CHOICE, *RURAL AREAS, *TECHNICAL EDUCATION, *VOCATIONAL EDUCATION, AGRICULTURAL TRENDS, AMES, CAREER CHOICE, DECISION MAKING, ENVIRONMENTAL INFLUENCES, HIGH SCHOOL STUDENTS, MANPOWER DEVELOPMENT, PROGRAM DEVELOPMENT, PSYCHOLOGICAL STUDIES, RESEARCH AND DEVELOPMENT CENTERS, SCHOOL DISTRICTS,

REPORTS WERE SUBMITTED OF EIGHT RESEARCH PROJECTS CONDUCTED BY DIFFERENT PRINCIPAL INVESTIGATORS WHO INVESTIGATED RESEARCH AND DEVELOPMENT ACTIVITIES IN VOCATIONAL AND TECHNICAL EDUCATION FOR NONMETROPOLITAN AREAS. THE REPORTS TREATED SUCH SUBJECT AREAS AS THE DECISION-MAKING PROCESS OF SCHOOL DISTRICTS, OCCUPATIONAL PROBLEMS AND VOCATIONAL TRAINING NEEDS OF HIGH SCHOOL DROPOUTS, INTERRELATIONSHIP OF HOME ENVIRONMENT AND EMPLOYMENT, MANPOWER REQUIREMENTS AND DEMAND IN AGRICULTURE, THE CONTRIBUTION OF PSYCHOLOGY TO INTERDISCIPLINARY RESEARCH, DETERMINANTS OF POST-HIGH SCHOOL EDUCATIONAL AND OCCUPATIONAL CHOICES, LEGAL AND POLITICAL STRATEGIES FOR IMPLEMENTING VOCATIONAL PROGRAMS, AND PREDICTIONS OF CHANGE IN TECHNOLOGY, JOBS, AND VOCATIONAL TRAINING NEEDS. THIS REPORT IS AN APPENDIX TO ED 011 068. (GD)

ED 011 070 64

PROGRAMED INSTRUCTION FOR SUPERIOR STUDENTS IN SMALL HIGH SCHOOLS.
BY- MCLAIN, JOHN D. KOVACS, FRANK W.
CLARION STATE COLL., PA.
REPORT NUMBER BR-5-0706-1 PUB DATE MAR 67
SLIPPERY ROCK STATE COLL., PA.
REPORT NUMBER NDEA-VIIB-451-1
CONTRACT OEC-4-16-026
EDRS PRICE MF-$0.27 HC-$7.60 190P.

DESCRIPTORS- *MEASUREMENT TECHNIQUES, *PROGRAM EVALUATION, *PROGRAMED INSTRUCTION, *RURAL SCHOOLS, *SUPERIOR STUDENTS, ATTITUDE TOWARD PROGRAMED INSTRUCTION INVENTORY, CLARION, DEMONSTRATION PROJECTS, HIGH SCHOOLS, INFORMATION DISSEMINATION, INNOVATION, NEWSLETTERS, RURAL ENVIRONMENT, SEMANTIC DIFFERENTIAL SCALE, SLIPPERY ROCK,

SUPERIOR STUDENTS IN RURAL HIGH SCHOOLS WERE GIVEN PROGRAMED INSTRUCTION IN SELECTED SUBJECT AREAS TO DETERMINE IF A NONDIRECTIVE METHOD OF DIFFUSING AN INNOVATION, LIKE PROGRAMED INSTRUCTION, WAS APPROPRIATE FOR DISSEMINATION IN A RURAL ENVIRONMENT. THE EFFECTS OF THE COOPERATIVE DEMONSTRATION PROJECT ON STUDENTS, PARENTS, TEACHERS, AND HIGH SCHOOL ADMINISTRATORS WERE MEASURED BY THE ATTITUDE TOWARD PROGRAMED INSTRUCTION INVENTORY AND THE SEMANTIC DIFFERENTIAL SCALE. RESULTS SHOWED THAT PREDISPOSITION OF THE INDIVIDUAL TO EITHER ADOPTION OR REJECTION WILL AFFECT THE RATE AND FINAL DECISION REGARDING THE ACCEPTANCE OR REJECTION OF THE INNOVATION. THE INVESTIGATOR RECOMMENDED THAT PREMEASURES SHOULD BE EMPLOYED TO DETERMINE THE PREDISPOSITION OF THE TARGET POPULATION AND CONCLUDED THAT THE NONDIRECTIVE METHOD OF DIFFUSING AN INNOVATION WAS APPROPRIATE FOR THE DISSEMINATION OF PROGRAMED INSTRUCTION IN A RURAL ENVIRONMENT. THE USE OF NEWSLETTERS PROVED TO BE AN IMPORTANT CONTRIBUTION TO THE SUCCESS OF THE PROJECT, AND WHERE DISSEMINATION IS AN OBJECTIVE, THE INVESTIGATOR RECOMMENDED THE USE OF SIMILAR MEANS OF COMMUNICATION WITH THE TARGET AUDIENCE. (GD)

ED 011 071 24

THE RELIABILITY OF SPECIAL TESTS IN MEASURING PERSONALITY.
BY- ONG, JIN
CENTRAL WASHINGTON STATE COLL., ELLENSBURG
REPORT NUMBER BR-5-0174 PUB DATE JUN 66
REPORT NUMBER CRP-S-358
EDRS PRICE MF-$0.09 HC-$1.00 25P.

DESCRIPTORS- *BEHAVIOR RATING SCALES, *PERSONALITY ASSESSMENT, *TEST RESULTS, *TEST SELECTION, *TEST VALIDITY, ELLENSBURG,

A FOLLOWUP STUDY WAS REPORTED THAT ENLARGED THE SCOPE OF THE AUTHOR'S PREVIOUS STUDY OF THE OPPOSITE-FORM APPROACH USED BY STUDENTS IN TEST AND MEASUREMENT COURSES. THE STUDY HAD THREE PURPOSES--(1) TO INVESTIGATE THE RELIABILITIES OF OPPOSITE-FORM INVENTORIES, (2) TO CROSS VALIDATE OPPOSITE-FORM INVENTORIES, AND (3) TO STUDY THE PATTERNING OF EXTERNAL VALIDITY OF THE OPPOSITE-FORM APPROACH. THE FOLLOWUP STUDY ADDED INFORMATION ON THE TEST-RETEST RELIABILITY OF THE OPPOSITE-FORM APPROACH AND SHOWED ITS VALUE AND PRACTICAL SIGNIFICANCE TO PERSONALITY INVENTORIES IN AN INVESTIGATION OF THE PATTERNING VALIDITY USING A PRACTICAL EDUCATION CRITERION (COURSE GRADE). SUBJECTS CONSISTED OF 96 MALE AND 95 FEMALES, A TOTAL OF 191 FRESHMEN, SOPHOMORES, AND JUNIOR COLLEGE STUDENTS ENROLLED IN PSYCHOLOGY CLASSES. FIVE INVENTORIES WERE GIVEN IN FOUR SETTINGS, EACH ABOUT 2 DAYS APART. THE IMPLICATION OF THE RESULTS WAS THAT THE CORRELATION OR PREDICTION OF AN EDUCATION CRITERION IS JUST AS EFFECTIVE IN USING THE OPPOSITE FORMS OF AN INVENTORY AS IN THE ORIGINAL. (AL)

ED 011 072 56

THE RELATIONSHIP OF ANXIETY, CREATIVITY AND INTELLIGENCE TO SUCCESS IN LEARNING FROM PROGRAMED INSTRUCTION.
BY- RIPPLE, RICHARD E. O'REILLY, ROBERT P.
CORNELL UNIV., ITHACA, N.Y.
REPORT NUMBER BR-5-0567 PUB DATE NOV 66
REPORT NUMBER NDEA-VIIA-1338
GRANT OEG-7-42-0310-238
EDRS PRICE MF-$0.27 HC-$5.56 139P.

DESCRIPTORS- *ANXIETY, *COMPARATIVE ANALYSIS, *CREATIVITY, *LEARNING PROCESSES, *PROGRAMED INSTRUCTION, CONVENTIONAL INSTRUCTION, FACTOR ANALYSIS, GRADE 6, INTELLIGENCE, ITHACA, LINEAR PROGRAMING, VERBAL ABILITY,

SUCH CHARACTERISTICS AS ANXIETY, CREATIVITY, AND INTELLIGENCE WERE RELATED TO SUCCESS IN LEARNING FROM A REPRESENTATIVE PROGRAM OF THE LINEAR, CONSTRUCTED RESPONSE TYPE. A SAMPLE OF SIXTH GRADERS WAS ADMINISTERED TESTS PRIOR TO AND UPON COMPLETION OF A PROGRAMED UNIT ENTITLED "LATITUDE AND LONGITUDE." AN ANALYSIS OF THE EFFECTS OF LEARNING FROM PROGRAMED INSTRUCTIONAL MATERIALS ON THE VERBAL CREATIVITY SCORES OF THE SIXTH GRADERS WAS PURSUED SIMULTANEOUSLY WITH THE EVALUATION OF THE OTHER OBJECTIVES. AFTER AN INITIAL PHASE, IN WHICH THE RELIABILITY OF AN ANXIETY SCALE WAS VALIDATED, AN EXPERIMENTAL GROUP WAS PRESENTED WITH THE 2-WEEK PROGRAMED COURSE, AND A CONTROL GROUP WAS GIVEN TRADITIONAL INSTRUCTION OF THE SAME MATERIAL. FIVE ONE-WAY ANALYSES OF VARIANCE WERE COMPUTED COMPARING THE MEAN RESIDUAL GAINS MADE BY THE CLASSES IN THE PROGRAMED AND CONTROLLED CONDITIONS. NONE OF THE FIVE ANALYSES REVEALED A SIGNIFICANT DIFFERENCE BETWEEN THE EXPERIMENTAL AND CONTROL GROUPS. (GD)

ED 011 073 24

A SEMINAR ON THE ROLE OF THE ARTS IN MEETING THE SOCIAL AND EDUCATIONAL NEEDS OF THE DISADVANTAGED.
BY- ROSE, HANNA T.
BROOKLYN MUSEUM, N. Y.
REPORT NUMBER BR-7-0254 PUB DATE APR 67
GRANT OEG-1-7-070254-2319
EDRS PRICE MF-$0.45 HC-$13.12 328P.

DESCRIPTORS- *CULTURALLY DISADVANTAGED, *DEMONSTRATION PROGRAMS, *FINE ARTS, *INDIVIDUAL DEVELOPMENT, *SEMINARS, BROOKLYN,

A 4-DAY SEMINAR WAS ORGANIZED AROUND SEVEN PAPERS WHICH PROVIDED A BASIS FOR DISCUSSION FROM MANY POINTS OF VIEW. THE PARTICIPANTS WERE THOSE INVOLVED IN WORK IN THE ARTS WITH THE DISADVANTAGED IN VARIOUS AREAS, AS WELL AS A PSYCHOLOGIST, A SOCIOLOGIST, AN ANTHROPOLOGIST, A RESEARCH SPECIALIST IN ART EDUCATION, AND REPRESENTATIVES OF STATE AND CITY EDUCATION DEPARTMENTS. THE DISCUSSIONS CENTERED AROUND THE THEORETICAL EVIDENCE AND THE DEMONSTRATION PROGRAMS WHICH WERE PRESENTED BY THE PEOPLE INVOLVED IN THEM. THE PROGRAMS COVERED A WIDE RANGE, FROM THEATER PRESENTATIONS AND CONCERTS WHICH TRAVEL INTO A NEIGHBORHOOD AND PROGRAMS IN INFORMAL CENTERS TO THOSE IN SPECIAL SCHOOLS. EXAMPLES WERE CITED TO DEMONSTRATE THAT THE ARTS CAN PROVIDE THE FIRST EXPERIENCE OF POSITIVE ACCOMPLISHMENT AMONG THE DISADVANTAGED, AND FROM THIS CAN DEVELOP A SENSE OF PERSONAL PRIDE LEADING TO OTHER ACCOMPLISHMENTS. EMPHASIS WAS ON THE FUNCTIONAL USE OF THE ARTS TO ENABLE THE CREATIVITY IN EACH PERSON TO REACH ITS FULLEST POTENTIAL. ON THE CONCLUDING DAY, A PANEL DISCUSSED THE FEDERAL RESOURCES FOR SUPPORT OF THE ARTS. (TC)

ED 011 074 24

THE USE OF VIDEO RECORDINGS IN TEACHER EDUCATION.
BY- OLIVERO, JAMES L.

REPORT NUMBER BR-5-0217 PUB DATE JUN 65
REPORT NUMBER CRP-S-208
GRANT OEG-3-10-255
EDRS PRICE MF-$0.09 HC-$1.40 35P.

DESCRIPTORS- *OBSERVATION, *PERFORMANCE, *STUDENT TEACHERS, *SUPERVISION, *VIDEO TAPE RECORDINGS, FEEDBACK, STANFORD, TEACHER EDUCATION,

THE PURPOSE OF THE STUDY WAS TO DETENINE IF THE QUALITY AND LOGISTICS OF SUPERVISION IN TEACHER TRAINING PROGRANS COULD BE INPROVED BY SUBSTITUTING VIDEO RECORDINGS FOR LIVE CLASSROOM OBSERVATIONS. RESULTS SHOWED THAT (1) TEACHER TRAINEES WHO RECEIVE FEEDBACK ON THEIR TEACHING PERFORMANCE NAKE GREATER CHANGES IN SELECTED BEHAVIORS THAN TRAINEES WHO DO NOT RECEIVE FEEDBACK AND (2) VIDEO PLUS VERBAL FEEDBACK PRODUCES GREATER CHANGES IN SELECTED BEHAVIORS THAN VERBAL FEEDBACK ALONE. THE RESULTS DID NOT PROVE CONCLUSIVELY THAT VIDEO RECORDINGS COULD ALWAYS BE SUBSTITUTED FOR LIVE OBSERVATIONS IN TEACHER EDUCATION. THE AUTHOR CONCLUDED THAT (1) BY ELIMINATING THE TRANSPORTATION TIME PROBLEM, VIDEO RECORDINGS CAN OFTEN HELP THE SUPERVISOR TO BETTER PERFORN THE TASK FOR WHICH HE IS TRAINED, AND (2) VIDEO RECORDINGS OFFER THE POSSIBILITY OF INCREASING THE LOAD THAT UNIVERSITY TEACHER-TRAINING SUPERVISORS CAN ASSUME. (AL)

ED 011 075 24
A PILOT PROJECT ON DISSEMINATION OF INFORNATION TO HIGHER EDUCATION PERSONNEL. FINAL REPORT.
BY- BAIRD, KAREN
WAYNE STATE UNIV., DETROIT, NICH.
REPORT NUMBER BR-5-0245 PUB DATE 65
REPORT NUMBER CRP-S-300
EDRS PRICE MF-$0.09 HC-$1.04 20P.

DESCRIPTORS- *ADMINISTRATIVE PERSONNEL, *DATA PROCESSING, *EDUCATIONAL ADMINISTRATION, *EVALUATION, *HIGHER EDUCATION, *INFORMATION DISSEMINATION, *QUESTIONNAIRES, DETROIT, PILOT PROJECTS, SELECTIVE DISSEMINATION OF INFORNATION (SDI),

THE USE OF AN ELECTRONIC DATA PROCESSING PROGRAN CALLED "SELECTIVE DISSENINATION OF INFORNATION" (SDI), WAS STUDIED AS A TECHNIQUE FOR SEARCHING THE LITERATURE OF HIGHER EDUCATION ADMINISTRATION AND BRINGING TO THE ATTENTION OF UNIVERSITY ADMINISTRATORS THAT SELECT PORTION WHICH IS OF DIRECT RELEVANCE TO THEIR PROFESSIONAL INTERESTS. THE TEST POPULATION INCLUDED 60 ADMINISTRATORS AT WAYNE AND EIGHT OTHER NICHIGAN COLLEGES AND UNIVERSITIES. QUESTIONNAIRE RESPONSES FROM 52 SDI PARTICIPANTS INDICATED THAT INFORMATION SUPPLIED BY SDI HAD BEEN USEFUL AND CURRENT, AND VERY PROBABLY WOULD NOT HAVE BEEN OBTAINED WITHOUT THIS SERVICE. EVERY RESPONDENT REPORTED THAT SDI HELPED KEEP HIN INFORNED IN HIS PROFESSIONAL AREA. THE QUESTIONNAIRE RESPONSES SUPPORTED THE CONTENTION THAT LITERATURE IN THE FIELD OF EDUCATIONAL ADMINISTRATION HAS INCREASED BEYOND THE ABILITY OF ADMINISTRATORS TO LOCATE NEEDED INFORNATION. THE RESULTS OF THIS PILOT PROJECT SUGGESTED THE NEED FOR A NATIONWIDE INFORNATION DISSENINATION PROGRAN AND INDICATED THAT SDI HAS THE POTENTIAL FOR PROVIDING SUCH A SERVICE. (TC)

ED 011 076 24
CHANGES IN GREGG SHORTHAND SINPLIFIED AS WRITTEN DURING ENPLOYMENT--AN ANALYTICAL STUDY OF VARIATIONS IN A PHONETIC SYSTEN OF CONNUNICATION.
BY- GAFFGA, RUTH H.
NEW YORK UNIV., N.Y.
REPORT NUMBER BR-5-0270 PUB DATE 66
REPORT NUMBER CRP-S-299
GRANT OEG-3-10-413
EDRS PRICE MF-$0.18 HC-$3.20 80P.

DESCRIPTORS- *COMPARATIVE ANALYSIS, *HANDWRITING SKILLS, *OFFICE PRACTICE, *SHORTHAND, BUSINESS SUBJECTS, GREGG SHORTHAND (SINPLIFIED EDITION), NEW YORK CITY, OFFICE OCCUPATIONS, STENOGRAPHY,

VARIATIONS FROM "STANDARD GREGG SHORTHAND" IN THE SINPLIFIED EDITION WERE INVESTIGATED AFTER USE IN ENPLOYMENT TO DETERMINE INTERRELATIONSHIPS AND TO NODIFY AND REFINE THE "GREGG SHORTHAND SINPLIFIED" PRINCIPLES AND PROCEDURES. SAMPLES OF SHORTHAND, WRITTEN BY WRITERS WHO HAD AT LEAST 2 YEARS OF INSTRUCTION IN "GREGG SHORTHAND SINPLIFIED," WERE PROCURED FROM NOTEBOOKS USED EVERYDAY ON THE JOB. EVIDENCE SUPPORTED THE HYPOTHESIS THAT, ALTHOUGH CERTAIN KEY ELEMENTS IN "GREGG SHORTHAND SINPLIFED" ARE NOT FOLLOWED ACCURATELY, SHORTHAND WRITERS WRITE ESSENTIALLY TEXT SHORTHAND DURING ENPLOYMENT. IT WAS CONCLUDED THAT THE SINPLIFED SHORTHAND, AS IT WAS TAUGHT, SERVED ITS PURPOSE. (GD)

ED 011 077 58
AN EXPERIMENTAL EVALUATION OF METHODS FOR INPROVING "CONVENTIONAL" TELEVISION LESSONS. STUDIES IN TELEVISED INSTRUCTION. FINAL REPORT.
BY- GROPPER, GEORGE L. GLASGOW, ZITA
AMERICAN INST. FOR RESEARCH IN BEHAVIORAL SCIENCES
REPORT NUMBER AIR-E24-10-66-FR PUB DATE OCT 66
REPORT NUMBER BR-5-0877
REPORT NUMBER NDEA-VIIA-1229
GRANT OEG-7-48-7870-245
EDRS PRICE MF-$0.18 HC-$3.60 90P.

DESCRIPTORS- *EVALUATION TECHNIQUES, *INSTRUCTIONAL INPROVEMENT, *RETENTION STUDIES, *TELEVISED INSTRUCTION, *TRANSFER OF TRAINING, COMPARATIVE ANALYSIS, COURSE ORGANIZATION, EDUCATIONAL RESEARCH, INSTRUCTIONAL TELEVISION, PITTSBURGH, PROGRANED INSTRUCTION, TELEVISION,

A NUNBER OF PROCEDURES FOR INPROVING THE CONVENTIONAL TELEVISION LESSON WERE EVALUATED. THREE VERSIONS OF A TELEVISION LESSON ON LEVERS WERE COMPARED--(1) A VERSION OF AN EXISTING, CONVENTIONAL LESSON USED AS A CONTROL TREATMENT, (2) A VERSION INTENDED TO FACILITATE RETENTION OF SCIENCE CONCEPTS AND PRINCIPLES, AND (3) A VERSION INTENDED TO FACILITATE TRANSFER OF THE CONCEPTS AND PRINCIPLES LEARNED TO NEW CONTEXTS. REVISIONS IN THE LESSON INCORPORATED NANY FEATURES OF PROGRANED INSTRUCTION. CHANGES NADE REVOLVED ABOUT THE STINULUS FEATURES OF THE PRESENTATION ONLY. FROM THE RESULTS IT WAS CONCLUDED THAT CONCENTRATION ON THE STINULUS ALONE, WHILE NEGLECTING THE RESPONSE, PRODUCED INPROVENENTS OVER THE CONVENTIONAL LESSON, BUT FELL SHORT OF AIDING THE STUDENT TO ACQUIRE, RETAIN, AND TRANSFER LARGE ANOUNTS OF INFORNATION. (AL)

ED 011 078 24
THE EFFECT OF PRODUCTIVITY ON VARIOUS STYLES OF WORKER-SUPERVISION.
By- SCHMITT, DAVID R.
WISCONSIN UNIV., MADISON
REPORT NUMBER CRP-S-319
REPORT NUMBER BR-5-8064
EDRS PRICE MF-$0.09 HC-$1.16 29P.

DESCRIPTORS- *EMPLOYER EMPLOYEE, *MOTIVATION TECHNIQUES, *PRODUCTIVITY, *REINFORCEMENT, *SUPERVISORY METHODS, *TASK PERFORMANCE, LABOR PROBLEMS, LABORATORY EXPERIMENTS, MADISON, RELATIONSHIP,

THE EFFECTS OF SEVERAL STYLES OF SUPERVISION UPON THE PERFORMANCE OF INDIVIDUALS WERE EXPLORED IN A LABORATORY SETTING IN WHICH SELECTED ASPECTS OF SUPERVISION WERE EXPERIMENTALLY MANIPULATED. PARALLELING THE WORK SITUATION, THE EXPERIMENTAL SETTING INVOLVED A CHOICE OF TWO ACTIVITIES, EACH OF WHICH WAS REINFORCED. THE ROLE OF SUPERVISION WAS TO MAINTAIN PERFORMANCE IN TASK "A," THE LESS ATTRACTIVE TASK. THE TWO-TASK SETTING PERMITTED CONTROL OVER IMPORTANT FEATURES OF WORKER SUPERVISION. THE EFFECTS OF PENALTY MAGNITUDES WERE EXPLORED UNDER BOTH FIXED AND VARIABLE INTERVAL SCHEDULES OF SUPERVISION. THE DATA LED TO THE CONCLUSION THAT A CONSIDERABLE DEGREE OF CONTROL CAN BE OBTAINED OVER INPORTANT ASPECTS OF THE WORK SETTING. THE FINDING THAT THE PUNISHMENT OF PERFORMANCE ON ONE TASK LED TO GREATER PERFORMANCE ON A SECOND TASK WAS AT VARIANCE WITH PREVIOUS RESEARCH. (GD)

ED 011 079 24
FACTORS WHICH LED COLLEGE SENIORS TO CHOOSE COLLEGE TEACHING AS A CAREER.
By- ROSSMANN, JACK E. BENTLEY, JOSEPH C.
MACALESTER COLLEGE, ST. PAUL, MINN.
REPORT NUMBER BR-5-8238 PUB DATE SEP 66
CLARK UNIV., WORCESTER, MASS.
REPORT NUMBER CRP-S-390
CONTRACT OEC-5-10-419
EDRS PRICE MF-$0.09 HC-$2.28 57P.

DESCRIPTORS- *CAREER CHOICE, *COLLEGE TEACHERS, *FACTOR ANALYSIS, *GRADUATE STUDENTS, *SELF CONCEPT, COLLEGE STUDENTS, QUESTIONNAIRES, ST. PAUL, STRONG VOCATIONAL INTEREST BLANK, WORCESTER,

FACTORS AMONG COLLEGE SENIORS WHICH INFLUENCE THE CHOICE OF COLLEGE TEACHING AS A VOCATION WERE STUDIED. DATA WERE GATHERED FROM 94 GRADUATE STUDENTS WHO WERE AWARDED DANFORTH GRADUATE FELLOWSHIPS IN THEIR SENIOR YEARS. AN EXPLANATORY LETTER, A SIX-PAGE QUESTIONNAIRE, AND THE STRONG VOCATIONAL INTEREST BLANK WERE MAILED TO THE SUBJECTS. IT WAS FOUND THAT THE STUDENTS BEGAN TO THINK OF THEMSELVES AS COLLEGE TEACHERS RATHER EARLY, THAT EARLY TEACHING AND OTHER TEACHING-LIKE ACTIVITIES HAD HELPED THEIR DECISION TO BECOME TEACHERS, THAT POTENTIAL CONTRIBUTION TO SOCIETY WAS THE MAJOR MOTIVATING FORCE IN THEIR CHOICE OF THE TEACHING CAREER, THAT THE STUDENTS HAD A RATHER CLEAR IDEA ABOUT POTENTIAL SATISFACTIONS AND EXPECTATIONS, AND THAT THEY HOPED TO SPEND ABOUT HALF THEIR TIME AS NEW FACULTY MEMBERS IN TEACHING ACTIVITIES AND THE REST OF THE TIME WITH RESEARCH AND WRITING. (GD)

ED 011 080 24
NEW METHODS FOR MEASURING THE DEVELOPMENT OF ATTITUDES IN CHILDREN.
By- TORNEY, JUDITH V. HESS, ROBERT D.
CHICAGO UNIV., ILL.
REPORT NUMBER CRP-S-209 PUB DATE 65
REPORT NUMBER BR-5-8062
EDRS PRICE MF-$0.27 HC-$6.60 165P.

DESCRIPTORS- *ATTITUDE TESTS, *COGNITIVE DEVELOPMENT, *MEASUREMENT TECHNIQUES, *POLITICAL ATTITUDES, *STUDENT ATTITUDES, CHICAGO, ELEMENTARY SCHOOL STUDENTS, EVALUATION TECHNIQUES, PERSONAL VALUES,

STRUCTURAL (NONCONTENT) DIMENSIONS OF CHILDREN'S POLITICAL ATTITUDES AND THEIR DEVELOPMENT WERE INVESTIGATED USING NEW METHODS DERIVED FROM SELF-REPORT DATA. THE CONSTRUCT, "ATTITUDE-CONCEPT SYSTEM," WAS INTRODUCED TO DESIGNATE EVALUATIONS OF AN ATTITUDE OBJECT AND BELIEFS ASSOCIATED WITH THIS EVALUATION. THE FIVE STRUCTURAL DIMENSIONS CHOSEN FOR THIS STUDY WERE (1) EXTENSIVENESS, OR THE NUMBER OF ATTITUDES A CHILD CAN EXPRESS, (2) CONSISTENCY BETWEEN EVALUATIONS OF AN ATTITUDE OBJECT AND BELIEFS ABOUT THAT OBJECT, (3) ATTRIBUTE DIFFERENTIATION, OR THE INDEPENDENCE OF JUDGMENTS OF PERSONAL AFFECTION FROM JUDGMENTS OF ROLE PERFORMANCE AND POWER, (4) OBJECT DIFFERENTIATION, OR THE ABILITY TO DIFFERENTIATE BETWEEN POLITICAL AND FAMILY AUTHORITY FIGURES ON AFFECTIVE QUALITIES, AND (5) STABILITY OF ATTITUDE RESPONSES. HOUR-LONG QUESTIONNAIRES CONCERNING POLITICAL ATTITUDES WERE OBTAINED FROM APPROXIMATELY 12,000 CHILDREN, GRADES 2 THROUGH 8. THE RESULTS SUPPORT THE IMPORTANCE OF STRUCTURAL DIMENSIONS OF ATTITUDE-CONCEPT SYSTEMS FOR UNDERSTANDING CHILDREN'S SOCIAL ATTITUDES. (GD)

ED 011 081 24
TEACHING OF ADVANCED MATHEMATICAL CONCEPTS TO CULTURALLY DISADVANTAGED ELEMENTARY SCHOOL CHILDREN.
By- RUPLEY, WILLIAM H.
CALIFORNIA UNIV., BERKELEY
REPORT NUMBER CRP-S-640-65 PUB DATE 66
REPORT NUMBER BR-5-8306
EDRS PRICE MF-$0.18 HC-$3.56 89P.

DESCRIPTORS- *CULTURALLY DISADVANTAGED, *DISCOVERY LEARNING, *ELEMENTARY EDUCATION, *LEARNING MOTIVATION, *MATHEMATICS INSTRUCTION, ADVANCED PROGRAMS, BERKELEY, MATHEMATICAL CONCEPTS,

THE SUCCESS OF DISCOVERY MATHEMATICS TEACHING IN THE ELEMENTARY SCHOOL WAS TESTED OVER A 1-YEAR PERIOD. THE PROJECT WAS INTENDED TO SEE IF A TRAINED MATHEMATICIAN WORKING AT AN ELEMENTARY SCHOOL WITH DISADVANTAGED CHILDREN COULD (1) MOTIVATE THE CHILDREN TO BE INTERESTED IN SCHOOL WORK BY INTERESTING THEM IN MATHEMATICS AND (2) COMMUNICATE WITH THEM BY TEACHING THEM TO DO MATHEMATICS AT A LEVEL FAR ABOVE GRADE LEVEL, EVEN TO HIGH SCHOOL LEVEL. ACHIEVEMENT OF THE FIRST OBJECTIVE, WHILE NOT SCIENTIFICALLY PROVED, WAS STRONGLY SUPPORTED (HYPOTHESIS) BY THE HIGH LEVEL OF EXCITEMENT WHICH EXISTED IN THE FOUR CLASSES STUDIED. IT WAS

CONCLUDED THAT ADEQUATE MEASUREMENT OF AN INCREASE OF INTEREST CAUSED BY THE MATHEMATICS PROGRAM WOULD PROBABLY REQUIRE STUDY OF A CLASS FOR SOME TIME BEFORE PRESENTING IT WITH A DISCOVERY TEACHER. THE CONTROLS NECESSARY TO CONCLUSIVELY PROVE THE FIRST HYPOTHESIS COULD NOT BE ESTABLISHED. ACHIEVEMENT OF THE SECOND OBJECTIVE WAS FULLY BORNE OUT BY THE DATA. EACH CLASS MADE SIGNIFICANT PROGRESS WITH MANY MATHEMATICAL NOTIONS WHICH UNDERLIE ADVANCED MATHEMATICS. (TC)

ED 011 082 24

THE EXTENT AND NATURE OF FACULTY PARTICIPATION IN STUDENT PERSONNEL SERVICES IN LARGE PUBLIC UNIVERSITIES.

BY- NICKERSON, HELVIN R.
NORTHERN ILLINOIS UNIV., DE KALB

REPORT NUMBER CRP-S-413 PUB DATE 66
REPORT NUMBER BR-5-0257
EDRS PRICE MF-$0.27 HC-$6.84 171P.

DESCRIPTORS- *FACULTY, *STUDENT PERSONNEL SERVICES, *STUDENT PERSONNEL WORK, *UNIVERSITY ADMINISTRATION, DEKALB, INTERACTION, QUESTIONNAIRES,

THIS INVESTIGATION WAS MADE TO STUDY THE INVOLVEMENT OF FACULTY MEMBERS IN COMMITTEE WORK AND IN SELECTED STUDENT PERSONNEL SERVICES. THE EFFECTIVENESS LEVEL OF SELECTED STUDENT PERSONNEL SERVICES IN FIVE LARGE PUBLIC UNIVERSITIES WAS COMPARED TO CERTAIN ASPECTS OF FACULTY PARTICIPATION TO DETERMINE WHAT RELATIONSHIPS EXISTED. A THREE-PART QUESTIONNAIRE WAS CONSTRUCTED TO GATHER BIOGRAPHICAL INFORMATION ABOUT THE FACULTY PARTICIPANT, DATA CONCERNING HIS MEMBERSHIP IN THE COMMITTEE STRUCTURE OF A UNIVERSITY WHICH RELATED TO ONE OR MORE OF THE STUDENT PERSONNEL SERVICES, AND THE EXTENT AND NATURE OF HIS INDIVIDUAL PARTICIPATION. CONCLUSIONS WERE DETERMINED AND REPORTED. IMPLICATIONS WERE MADE AND A DESCRIPTION MADE OF AN IDEALIZED PROGRAM OF STUDENT PERSONNEL SERVICES. (TC)

ED 011 083 24

STUDENTS AND COLLEGES--NEED-PRESS DIMENSIONS FOR THE DEVELOPMENT OF A COMMON FRAMEWORK FOR CHARACTERIZING STUDENTS AND COLLEGES. FINAL REPORT.

BY- COHEN, ROGER D.
SYRACUSE UNIV., N.Y.

REPORT NUMBER BR-6-8115 PUB DATE 66
CONTRACT OEC-1-6-068115-0666
EDRS PRICE MF-$0.18 HC-$4.96 124P.

DESCRIPTORS- *COLLEGE STUDENTS, *ENVIRONMENTAL INFLUENCES, *INSTITUTIONAL ENVIRONMENT, *INTERACTION PROCESS ANALYSIS, *PERSONALITY ASSESSMENT, ACTIVITIES INDEX, COLLEGE CHARACTERISTICS INDEX, FACTOR ANALYSIS, SYRACUSE,

THE NATURE OF THE INTERACTING RELATIONSHIP BETWEEN PERSONALITY CHARACTERISTICS OF COLLEGE STUDENTS AND ENVIRONMENTAL CHARACTERISTICS OF THE INSTITUTIONS THEY ATTEND WAS EXPLORED. STUDENT PERSONALITY WAS MEASURED FOR SAMPLES FROM 35 COLLEGES AND UNIVERSITIES BY THE ACTIVITIES INDEX, AN INSTRUMENT DESIGNED TO MEASURE PERSONALITY NEEDS. PRESS, CONSIDERED A MEASURE OF ENVIRONMENT, WAS MEASURED BY THE COLLEGE CHARACTERISTICS INDEX. SCORES SUMMARIZED FOR THE STUDENTS IN THE SAMPLES FOR EACH COLLEGE PROVIDED A PICTURE OF STUDENT PERSONALITY AND THE ENVIRONMENTAL CHARACTERISTICS OF THE INSTITUTION. THE PERSONALITY AND ENVIRONMENTAL SCORES FOR THE 35 SCHOOLS WERE INTERCORRELATED AND FACTOR ANALYZED. THE RESULTING FACTORS INDICATED THAT THERE WERE FIVE DIMENSIONS REPRESENTING THE INTERACTION OF STUDENT PERSONALITY AND INSTITUTIONAL ENVIRONMENT. THE FIVE FACTORS, REFERRED TO AS CULTURES, ARE (1) SELF-EXPRESSION, (2) INTELLECTUAL, (3) NUTURANT, (4) VOCATIONAL, AND (5) COLLEGIATE. THE COLLEGES WERE RESCORED IN TERMS OF THE FIVE FACTORS AND THE RESULTS FURTHER ANALYZED. INSTITUTIONS ARE CLEARLY IDENTIFIABLE AND DIFFERENTIABLE ON THE BASIS OF THE FACTORS EXTRACTED IN THIS STUDY. WHEN EXAMINED ACCORDING TO THE PERSONALITY AND ENVIRONMENTAL COMPONENTS, PARTICULAR CHARACTERISTICS OF INSTITUTIONS MAY BE RECOGNIZED AS BEING CONGRUENT OR NOT CONGRUENT IN RELATION TO THE PERSONALITY CHARACTERISTICS OF STUDENTS. SUGGESTIONS FOR FURTHER RESEARCH IN THE AREA OF PERSONALITY AND ENVIRONMENTAL CONGRUENCE WERE MADE. (TC)

ED 011 084 08

DEVELOPMENT OF A GUIDE ON RECORD KEEPING AND ANALYSIS IN THE VOCATIONAL AGRICULTURE RECORD BOOK FOR PRODUCTION AGRICULTURE.

BY- DUNCAN, A. O.
GEORGIA UNIV., ATHENS

REPORT NUMBER BR-5-0397 PUB DATE SEP 66
REPORT NUMBER ERD-461
CONTRACT OEC-6-85-034
EDRS PRICE MF-$0.18 HC-$3.36 64P.

DESCRIPTORS- *AGRICULTURAL EDUCATION, *INSTRUCTIONAL PROGRAMS, *RECORDS (FORMS), *TEXTBOOKS, *VOCATIONAL AGRICULTURE, ATHENS, STUDY GUIDES, TEACHING GUIDES, WORK EXPERIENCE PROGRAMS,

A GUIDE FOR AGRICULTURAL TEACHERS AND STUDENTS WAS DEVELOPED TO BE HELPFUL TO STUDENTS AS A TEXTBOOK AND TO TEACHERS IN THEIR USE OF THE NATIONAL VOCATIONAL AGRICULTURE RECORD BOOK FOR PRODUCTION AGRICULTURE IN INSTRUCTIONAL PROGRAMS ON RECORD KEEPING AND ANALYSIS. UNIFORM AND ACCURATE RECORDS ARE EXPECTED TO PROMOTE ACCURACY IN REPORTING THE RESULTS OF THE INDIVIDUAL STUDENT'S WORK-EXPERIENCE PROGRAMS. THE AUTHOR AND CONSULTANTS RECOMMENDED THAT THE GUIDE BE MADE AVAILABLE TO EACH STUDENT OF VOCATIONAL AGRICULTURE CLASSES INVOLVED IN FARM MANAGEMENT. (TC)

ED 011 085 24

ADMINISTRATIVE CONTROLS IN PUBLIC SCHOOLS AND EFFECTIVE WORKING RELATIONSHIPS.

BY- OTTO, HENRY J. VELDMAN, DONALD J.
TEXAS UNIV., AUSTIN

REPORT NUMBER CRP-S-350 PUB DATE 66
REPORT NUMBER BR-5-0126
EDRS PRICE MF-$0.09 HC-$2.32 58P.

DESCRIPTORS- *ELEMENTARY SCHOOL TEACHERS, *ORGANIZATIONAL CLIMATE, *PRINCIPALS, *PUBLIC SCHOOL SYSTEMS, *TEACHER ADMINISTRATOR RELATIONSHIP, AUSTIN, COMPARATIVE ANALYSIS, DECISION MAKING, HCLEOD CONTROL STRUCTURE DESCRIPTION QUESTIONNAIRE, ORGANIZATIONAL CLIMATE DESCRIPTION QUESTIONNAIRE, SCHOOL ADMINISTRATION,

THE CONTROL STRUCTURE IN PUBLIC SCHOOL SYSTEMS WAS RELATED TO THE DIMENSIONS OF ORGANIZATIONAL CLIMATE BY INVESTIGATING THE RELATIONSHIPS OF ELEMENTARY PRINCIPALS' AND TEACHERS' SCORES ON TWO MEASUREMENT INSTRUMENTS. THE HALPIN-CROFT ORGANIZATIONAL CLIMATE DESCRIPTION QUESTIONNAIRE AND THE MCLEOD CONTROL STRUCTURE DESCRIPTION QUESTIONNAIRE WERE ADMINISTERED TO 38 PRINCIPALS AND 684 TEACHERS. THE LATTER TEST CONTAINED 80 PROBLEM SITUATIONS DISTRIBUTED EQUALLY INTO THE FOUR FUNCTIONAL AREAS OF EDUCATIONAL PROGRAM, DEVELOPING PERSONNEL, MANAGING THE SCHOOL, AND COMMUNITY RELATIONS. IT WAS FOUND THAT THERE WERE SIGNIFICANT RELATIONSHIPS BETWEEN AND AMONG THE PRINCIPALS' ALLOCATIONS OF SCORES ON BOTH TESTS AND THE TEACHERS' ALLOCATIONS OF SCORES ON BOTH TESTS. THE GENERAL CONCLUSION, HOWEVER, WAS THAT PRINCIPALS AND TEACHERS DO NOT USE A COMMON FRAME OF REFERENCE FOR VIEWING THEIR RELATIONSHIPS TO EACH OTHER, AND THEY SEE DECISION MAKING AND SCHOOL CLIMATE FROM DISSIMILAR VANTAGE POINTS. (GD)

ED 011 086 24

A STUDY OF CERTAIN FACTORS AFFECTING CHILDRENS SCHOOL PERFORMANCE.

BY- SPENCE, JANET T.
TEXAS UNIV., AUSTIN

REPORT NUMBER CRP-S-292 PUB DATE 66
REPORT NUMBER BR-5-8158
EDRS PRICE MF-$0.09 HC-$1.64 41P.

DESCRIPTORS- *DISCRIMINATION LEARING, *LEARNING PROCESSES, *PERFORMANCE FACTORS, *PROBLEM SOLVING, *REINFORCERS, *RESPONSE MODE, AUSTIN, LOWER CLASS, MIDDLE CLASS, NEGATIVE REINFORCEMENT, POSITIVE REINFORCEMENT, TASK PERFORMANCE,

AS PART OF THE RESEARCH ON THE INFLUENCE OF RESPONSE-CONTINGENT REINFORCERS ON THE LEARNING AND PROBLEM-SOLVING BEHAVIOR OF CHILDREN, THE EFFECTS OF A LIMITED NUMBER OF VARIABLES ON THE PERFORMANCE OF CHILDREN OF THREE AGE LEVELS (4-5, 7-8, AND 10-11), SELECTED EQUALLY FROM MIDDLE- AND LOWER-CLASS BACKGROUNDS, WERE INVESTIGATED. THE EXPERIMENTAL DESIGN, A 2-ALTERNATIVE DISCRIMINATION TASK, WAS ONE IN WHICH THE REINFORCING EVENTS PROVIDED THE SUBJECTS WITH THEIR ONLY SOURCE OF INFORMATION ABOUT THE CORRECTNESS OR INCORRECTNESS OF THEIR RESPONSES. THE EXPERIMENT USED SIX TREATMENT GROUPS. THESE USED TWO TYPES OF REINFORCERS IN EACH OF THREE REINFORCEMENT COMBINATIONS WHICH WERE REWARD ONLY, PUNISHMENT ONLY, AND REWARD OR PUNISHMENT. THE TWO REWARD-PUNISHMENT SETS WERE (1) "RIGHT" OR "WRONG" SPOKEN BY THE EXPERIMENTER AND (2) CANDY OR A LOUD, RAUCOUS SOUND. EACH SUBJECT HAD 18 LEARNING TRIALS. RESULTS INDICATED THAT (1) NO BROAD GENERALIZATIONS ABOUT EFFECTS OR REINFORCERS COULD BE MADE SINCE REINFORCERS INTERACT, NOT ONLY WITH SUBJECT VARIABLES, BUT WITH CHARACTERISTICS OF THE TASK, INSTRUCTIONS, AND OTHER SITUATIONAL VARIABLES TO DETERMINE PERFORMANCE, AND (2) BOTH MIDDLE-CLASS AND LOWER-CLASS CHILDREN PERFORMED BETTER FOR THE SYMBOLIC RATHER THAN THE MATERIAL REWARDS. (AL)

ED 011 087 08

A FILM ON THE VOCATIONAL EDUCATION ACT OF 1963.

BY- PURSE, RUSSELL L.
BROOKS FOUNDATION, SANTA BARBARA, CALIF.

REPORT NUMBER BR-5-0008 PUB DATE JAN 67
CONTRACT OEC-5-85-069
EDRS PRICE MF-$0.09 HC-$1.44 36P.

DESCRIPTORS- *AUDIOVISUAL AIDS, *CULTURALLY DISADVANTAGED, *EMPLOYMENT, *FILM PRODUCTION, *VOCATIONAL EDUCATION, MASS MEDIA, SANTA BARBARA, THE EMPTY LOT,

SIX FILM COMMUICATION MODULES AND A COMPREHENSIVE PLAN FOR THEIR DISSEMINATION WERE PRODUCED BY THE BROOKS FOUNDATION TO INFORM THE PUBLIC AND VARIOUS TARGET GROUPS OF THE SCOPE AND PURPOSES OF THE VOCATIONAL EDUCATION ACT OF 1963. A HALF-HOUR MOTION PICTURE DOCUMENTARY-DRAMATIZATION ENTITLED "THE EMPTY LOT" WAS SUPPLEMENTED BY THREE SHORT MOTION PICTURE ANNOUNCEMENTS AND BY TWO 15 MINUTE COLOR-SOUND FILMSTRIPS, FOR PROFESSIONAL AND LAY AUDIENCES RESPECTIVELY. A METHOD OF ITERATIVE REVISIONS THROUGH PROGRESSIVE STAGES WAS USED IN DEVELOPING THE AUDIENCE TARGETS, THE FORM OF EACH MODULE, AND THE CONTENT OF EACH MODULE. THE ITERATIVE CYCLES CONSISTED OF SEQUENTIAL INTERACTIONS BETWEEN THE BROOKS FOUNDATION STAFF AND A REFERENCE GROUP, CHIEFLY STAFF MEMBERS OF THE U.S. OFFICE OF EDUCATION. THE MATERIALS EMPLOYED INCLUDED BACKGROUND INFORMATION LISTS, TREATMENT OUTLINES, SCRIPTS, DRAWINGS, SLIDES, SOUND-PICTURE FILM SEGMENTS, FILMSTRIPS, AND MOTION PICTURES. CONSIDERATIONS OF TIME AND BUDGET PREVENTED EXTENSION OF THE ITERATIVE REVIEW PROCEDURE TO ACTUAL NAIVE LEARNERS (THE ULTIMATE TARGET AUDIENCE). BUT IT WAS FOUND THAT MUCH USEFUL INFORMATION COULD BE DEVELOPED BY APPLYING THE METHOD WITH AN EXPERT REFERENCE GROUP. A QUESTION WAS RAISED AS TO HOW MUCH CONSIDERATIONS OF AUTHORITY AND RESPONSIBILITY WOULD TEND TO DISTORT EXPERT JUDGMENT IN THE REFERENCE GROUP. (TC)

ED 011 088 24

AN EVALUATION OF THE EFFECTIVENESS OF MNEMONIC DEVICES AS AIDS TO STUDY.

BY- MILLER, GERALD R.
TEXAS UNIV., EL PASO, TEXAS WESTERN COLL.

REPORT NUMBER BR-5-8436 PUB DATE 67
EDRS PRICE MF-$0.18 HC-$2.76 69P.

DESCRIPTORS- *LEARNING PROCESSES, *MEMORIZING, *MNEMONICS, *RETENTION, *STUDY, EL PASO, EVALUATION, HIGH SCHOOLS,

THE PROBLEM WAS TO DISCOVER WHETHER OR NOT HIGH SCHOOL FRESHMEN STUDENTS WHO DID NOT USE MNEMONICS COULD PROFIT BY THEIR USE AND WHETHER THE MNEMONICS SHOULD BE SUPPLIED TO THE STUDENT OR HE SHOULD BE TAUGHT TO CONSTRUCT HIS OWN. USE OF MNEMONIC DEVICES LED TO A MARKED IMPROVEMENT IN TEST SCORES. ALSO, ANY TYPE OF MNEMONIC DEVICE SUPPLIED BY THE EXPERIMENTER WAS FOUND TO BE EFFECTIVE IN RAISING TEST GRADES, AND WAS BETTER THAN REQUIRING THE STUDENT TO CONSTRUCT HIS OWN MNEMONIC. THIS RESULT RAISED THE QUESTION OF WHETHER OR NOT ALL SUITABLE TEXTBOOKS SHOULD CONTAIN MNEMONICS. THE AUTHOR SUGGESTED THE USE OF MNEMONICS MAY DECREASE IN EFFECTIVENESS AS THE NUMBER OF MNEMONICS USED BY ANY ONE STUDENT INCREASES. FURTHER RESEARCH WAS SUGGESTED TO DETERMINE THE MECHANISMS BY WHICH MNEMONICS WORK. (TC)

ED 011 089 24

SATISFACTION AND DISSATISFACTION OF TEACHERS. FINAL REPORT.

BY- SERGIOVANNI, THOMAS
ILLINOIS UNIV., URBANA

REPORT NUMBER BR-5-0394 PUB DATE 66
ROCHESTER UNIV., N.Y.
REPORT NUMBER CRP-S-648
CONTRACT OEC-6-10-339
EDRS PRICE MF-$0.27 HC-$6.32 158P.

DESCRIPTORS- *INTERVIEWS, *JOBS, *TEACHERS, *WORK ATTITUDES, *WORK EXPERIENCE, FACTOR ANALYSIS, ROCHESTER, URBANA,

JOB SATISFACTION AND JOB DISSATISFACTION FACTORS FOUND IN THE WORK SITUATIONS OF TEACHERS WERE INVESTIGATED. TWO QUESTIONS WERE PROPOSED FOR INVESTIGATION--(1) IS THERE A SET OF FACTORS WHICH TENDS TO SATISFY TEACHERS AND ANOTHER SET OF FACTORS WHICH TENDS TO DISSATISFY TEACHERS, OR, ARE THE FACTORS ARRANGED ON A CONCEPTUAL CONTINUUM WITH EACH BEING A POTENTIAL SATISFIER AND DISSATISFIER, AND (2) WILL THE DISTRIBUTION OF FACTORS VARY FOR SUBGROUPS OF TEACHERS. THE FINDINGS OF THIS STUDY REVEALED THAT SOME FACTORS, REPORTED BY TEACHERS AS CONTRIBUTING TO THEIR JOB SATISFACTION AND JOB DISSATISFACTION, WERE POLAR IN A POSITIVE DIRECTION AND OTHERS POLAR IN A NEGATIVE DIRECTION. THE SATISFACTION FACTORS TENDED TO FOCUS ON THE WORK ITSELF, AND THE DISSATISFACTION FACTORS TENDED TO FOCUS ON THE CONDITIONS OF WORK. ACHIEVEMENT, RECOGNITION, AND RESPONSIBILITY WERE FACTORS WHICH CONTRIBUTED PREDOMINANTLY TO TEACHER JOB SATISFACTION. INTERPERSONAL RELATIONS (SUBORDINATES), INTERPERSONAL RELATIONS (PEERS), SUPERVISION, SCHOOL POLICY AND ADMINISTRATION, PERSONAL LIFE, STATUS, AND UNFAIRNESS WERE FACTORS WHICH CONTRIBUTED PREDOMINANTLY TO TEACHER DISSATISFACTION. SUBGROUPS OF TEACHERS TENDED NOT TO DIFFER IN THEIR RESPONSES TO SOURCES OF JOB SATISFACTION AND JOB DISSATISFACTION. (TC)

ED 011 090 AC 000 017
FIELD TEST AND EVALUATION OF SELECTED ADULT BASIC EDUCATION SYSTEMS.
GREENLEIGH ASSOCIATES INC., NEW YORK, N.Y.
PUB DATE SEP 66
EDRS PRICE MF-$0.36 HC-$8.80 220P.

DESCRIPTORS- *EVALUATION, *ILLITERATE ADULTS, *LITERACY EDUCATION, *READING PROGRAMS, *READING SKILLS, ACHIEVEMENT TESTS, ADULT TEACHING, CALIFORNIA, DROPOUTS, INTELLIGENCE TESTS, LEARNING TO READ AND SPELL, LITERACY MATERIALS, MOTT BASIC LANGUAGE SKILLS PROGRAM, NEW JERSEY, NEW YORK CITY, READING IN HIGH GEAR, READING SPEED, RESEARCH, SYSTEMS FOR SUCCESS, TEACHING QUALITY, WELFARE RECIPIENTS, WORD STUDY SKILLS,

IN A LARGE-SCALE FIELD TEST WITH FUNCTIONALLY ILLITERATE ADULTS, THIS PROJECT EVALUATED FOUR READING SYSTEMS--LEARNING TO READ AND SPELL, READING IN HIGH GEAR, MOTT BASIC LANGUAGE SKILLS PROGRAM, AND SYSTEMS FOR SUCCESS. TESTING WAS CONDUCTED IN SEVEN COMMUNITIES IN NEW YORK, THREE IN NEW JERSEY, AND FIVE IN CALIFORNIA, PROVIDING A MIXTURE OF RURAL AND URBAN RESIDENTS AND DIVERSE ETHNIC GROUPS. THE PARTICIPANTS IN EACH STATE WERE WELFARE RECIPIENTS, 18 YEARS OR OVER, NOT IN SCHOOL, AND BELOW THE FIFTH-GRADE READING LEVEL. EACH CONTROL GROUP CONTAINED 125 PARTICIPANTS SIMILAR IN LITERACY LEVEL AND OTHER RESPECTS TO EXPERIMENTAL GROUPS. SMALL SIZE OF CONTROL GROUPS MADE RESULTS INCONCLUSIVE. THE VARIABLE WAS LEVEL OF TEACHER PREPARATION--TRAINED TEACHERS (PREFERABLY EXPERIENCED IN ADULT EDUCATION), COLLEGE GRADUATES, OR HIGH SCHOOL GRADUATES. CRITERIA FOR EVALUATING READING SYSTEMS WERE (1) SHORT-TERM CHANGE IN READING LEVEL, (2) ABILITY TO QUALIFY FOR OCCUPATIONAL TRAINING OR AVAILABLE JOB OPPORTUNITIES, (3) ABILITY TO MEET ADULT RESPONSIBILITIES, (4) HIGHLY TEACHABLE SYSTEMS, REQUIRING LEAST POSSIBLE SKILL, PLUS CAPACITY TO WITHSTAND POOR TEACHING, (5) FLEXIBILITY IN ACCOMMODATING LEARNERS WITH VARYING LITERACY LEVELS AND EDUCATIONAL BACKGROUNDS, (6) LEVEL OF INTEREST, (7) FEASIBILITY, AND (8) CONTRIBUTION TO THE POSITIVE EDUCATION AND SOCIAL EXPERIENCE OF LEARNERS. THIRTY-NINE REFERENCES WERE INCLUDED. (LY)

ED 011 091 AC 000 020
ORGANIZATION AND ADMINISTRATION OF DISTRIBUTIVE EDUCATION PROGRAMS FOR ADULTS.
BY- TRAPNELL, GAIL AND OTHERS
FLORIDA ST. DEPT. OF EDUCATION, TALLAHASSEE
REPORT NUMBER FSDE-BULL-74H-5 PUB DATE JUL 66
EDRS PRICE MF-$0.18 HC-$3.40 85P.

DESCRIPTORS- *ADULT EDUCATION PROGRAMS, *DISTRIBUTIVE EDUCATION, *MANUALS, *PROGRAM ADMINISTRATION, *PROGRAM DEVELOPMENT, ADMISSION CRITERIA, EDUCATIONAL BENEFITS, EDUCATIONAL FINANCE, INDUSTRIAL EDUCATION, INSTRUCTIONAL STAFF, METHODOLOGY, PROGRAM DESCRIPTIONS, PROGRAM EVALUATION, SERVICE OCCUPATIONS, TALLAHASSEE, TEACHING TECHNIQUES, VOCATIONAL EDUCATION,

THIS GUIDE WAS PREPARED TO ASSIST COUNTY SUPERINTENDENTS, LOCAL DIRECTORS OF VOCATIONAL EDUCATION, LOCAL COORDINATORS, AND SUPERVISORS IN THE ORGANIZATION, DEVELOPMENT, AND SUPERVISION OF DISTRIBUTIVE EDUCATION PROGRAMS FOR ADULTS. IT WAS ESPECIALLY ORIENTED TO FLORIDA. IT DESCRIBED DISTRIBUTIVE COOPERATIVE ENTERPRISE INVOLVING BOTH COUNTY SCHOOL ADMINISTRATION AND THE COMMUNITY. THE COORDINATOR OF THE PROGRAM WORKED AS LIAISON BETWEEN THE TWO, SURVEYING THE COMMUNITY, CONTACTING BUSINESS ORGANIZATIONS, FORMING AN ADVISORY COMMITTEE, SELECTING TEACHERS, AND DEVELOPING COURSES OF STUDY APPROPRIATE TO THE COMMUNITY NEEDS. THE ADVANTAGES AND DISADVANTAGES OF SEVERAL TEACHING METHODS WERE DISCUSSED, SUCH METHODS AS LECTURES, FORUMS, SYMPOSIUMS, AND BUZZ SESSIONS. ADULT OFFERINGS IN VOCATIONAL DISTRIBUTIVE EDUCATION WERE LISTED FOR MANAGEMENT, SUPERVISORY PERSONNEL, AND EMPLOYEES IN SUCH OCCUPATIONAL AREAS AS BANKING, INSURANCE, REAL ESTATE, AND TRAVEL. THE APPENDIX INCLUDED TEACHER CERTIFICATION REQUIREMENTS, AWARD FORMS, AND 23 REFERENCES. (LY)

ED 011 092 AC 000 028
SOURCE CREDIBILITY AS AN EVALUATION TOOL FOR EXTENSION ECONOMISTS.
BY- LUTZ, ARLEN E. STONECIPHER, CHARLES L.
PUB DATE 65
EDRS PRICE MF-$0.09 HC-$0.48 12P.

DESCRIPTORS- *EDUCATIONAL TELEVISION, *EVALUATION, *INFORMATION DISSEMINATION, *PARTICIPANT SATISFACTION, *RURAL EXTENSION, EVALUATION TECHNIQUES, EXTENSION AGENTS, KROPP VERNER ATTITUDE SCALE, OMAHA, QUESTIONNAIRES, RATING SCALES, RESEARCH, SIOUX CITY, SOURCE CREDIBILITY RATING SCALE,

THIS STUDY SOUGHT TO APPRAISE THE EFFECTIVENESS OF PRESENTING LIVESTOCK FEEDING INFORMATION BY TELEVISION. AUDIENCES OF "OUTLOOK" TELECASTS IN THE OMAHA AND SIOUX CITY AREAS RATED EXTENSION ECONOMISTS ON AN 18-ITEM SOURCE CREDIBILITY CHECKLIST WITH A SEVEN-POINT SCALE. RATING SHEETS WERE RETURNED BY 26 PERSONS AT OMAHA AND 40 AT SIOUX CITY, AND 11 EXTENSION ADMINISTRATORS AND AGRICULTURAL EDITORS ALSO RESPONDED. RATINGS WERE MADE ON SAFETY, DYNAMISM, QUALIFICATION, AND UTILITY, THAT IS, AUDIENCE CONFIDENCE, SPEAKER'S PERSONALITY AND EFFECTIVENESS OF PRESENTATION, AUTHORITY OF THE SPEAKER, AND APPLICABILITY OF THE PROGRAM TO THE SITUATION. THE KROPP-VERNER ATTITUDE SCALE WAS ADMINISTERED TO 66 LIVESTOCK FEEDERS WHO HAD MADE SOURCE CREDIBILITY RATINGS, AND TO 205 OTHER LIVESTOCK FEEDERS. SOURCE CREDIBILITY SCORES RANGED FROM 5.24 TO 6.19. THE RELATIVELY HIGH RATINGS, ESPECIALLY ON SAFETY AND QUALIFICATION, INDICATED THAT THE ECONOMISTS WERE SEEN AS CREDIBLE INFORMATION SOURCES. AMONG RESPONSES TO THE 18-ITEM KROPP-VERNER SCALE, 27 INDICATED HIGH SATISFACTION, 20 INDICATED MODERATE SATISFACTION, AND NINE INDICATED SLIGHT SATISFACTION. RESULTS OF THE SHORTER KROPP-VERNER SCALE WERE COMPARABLE. HOME TELEVISION AUDIENCES PROVED BASICALLY HOMOGENEOUS IN INCOME, EDUCATION LEVEL, SIZE OF FEEDING OPERATION, AND RELATED CHARACTERISTICS. NO SIGNIFICANT DIFFERENCES IN PRESENTATION WERE NOTED. THIS DOCUMENT INCLUDED FOUR REFERENCES. (LY)

ED 011 093 AC 000 030

STAFF DEVELOPMENT WORKSHOP ON ADULT TRAINING PROGRAMS, REPORT OF PROCEEDINGS (OTTAWA, APRIL 18-19, 1966).
By- TURNER, W.S.
CANADIAN DEPT. OF CITIZENSHIP AND IMMIGRATION

PUB DATE 19 APR 66

EDRS PRICE MF-$0.18 HC-$2.96 74P.

DESCRIPTORS- *ADMINISTRATIVE PERSONNEL, *ADULT EDUCATORS, *INSERVICE TEACHER EDUCATION, *PROFESSIONAL TRAINING, *VOCATIONAL RETRAINING, ADULT EDUCATION PROGRAMS, FINANCIAL SUPPORT, INDUSTRIAL TRAINERS, OTTAWA, STAFF IMPROVEMENT, TEACHER CERTIFICATION, TEACHER EVALUATION, TEACHER QUALIFICATIONS, TEACHER RECRUITMENT, TEACHER SELECTION, VOCATIONAL TEACHERS,

REPORTS AND RECOMMENDATIONS FROM A STAFF DEVELOPMENT CONFERENCE ON ADULT TRAINING PROGRAMS HELD IN OTTAWA, CANADA, 1966 ARE REPORTED. PARTICIPANTS INCLUDED TRADE AND OCCUPATIONAL INSTRUCTORS, BASIC EDUCATION INSTRUCTORS, AND TRAINERS IN INDUSTRY AND TECHNOLOGY INSTITUTES. THE FOLLOWING TOPICS WERE DISCUSSED--THE ROLE OF GOVERNMENT, INDUSTRY, PROFESSIONAL ORGANIZATIONS, AND UNIVERSITIES IN ADULT TRAINING PROGRAMS, RESPONSIBILITY FOR FINANCIAL SUPPORT, QUALIFICATIONS OF ADMINISTRATORS, QUALIFICATIONS OF TEACHERS, TEACHER TRAINING AND CERTIFICATION, THE NEED FOR UPGRADING AND UPDATING TEACHERS IN TECHNICAL SCHOOLS AND INDUSTRY, AND THE NEED FOR INSERVICE TRAINING FOR VOCATIONAL INSTRUCTORS. RECOMMENDATIONS WERE MADE ON THESE TOPICS FROM EACH OF THE WORKING GROUPS. (PG)

ED 011 094 AC 000 035

COMMUNITY EDUCATION PROJECT, A REPORT TO THE ROSENBERG FOUNDATION.
By- HEPPELL, HELEN M.
SAN DIEGO CITY SCHOOLS, CALIF.

PUB DATE JUN 66

EDRS PRICE MF-$0.18 HC-$2.44 61P.

DESCRIPTORS- *ADULT EDUCATION, *COMMUNITY EDUCATION, *EDUCATIONALLY DISADVANTAGED, *LOW INCOME GROUPS, *SCHOOL COMMUNITY COOPERATION, ADMINISTRATIVE PERSONNEL, COMMUNITY PROGRAMS, COMMUNITY RESPONSIBILITY, FAMILY ATTITUDES, FINANCIAL SUPPORT, MOTIVATION, NEIGHBORHOOD, POVERTY PROGRAMS, PROGRAM IMPROVEMENT, PUBLIC RELATIONS, PUBLIC SCHOOLS, SAN DIEGO, SOCIOECONOMIC BACKGROUND,

A 3-YEAR COMMUNITY EDUCATION PROJECT WAS UNDERTAKEN IN SOUTHEAST SAN DIEGO, A CITY WHICH IS CHARACTERIZED BY A LARGE MINORITY GROUP POPULATION, LOW INCOMES, HIGH UNEMPLOYMENT, AND JUNIOR HIGH SCHOOL EDUCATIONAL MEDIAN. ADULT EDUCATION CLASSES WERE POORLY ATTENDED IN THE AREA. CREATIVE MOTIVATIONAL TECHNIQUES WERE MADE POSSIBLE BY FOUNDATION FUNDING, A SKILLED COMMUNITY COORDINATOR, CITIZENS ADVISORY COMMITTEE, AND COMMUNITY INVOLVEMENT. THESE TECHNIQUES INCLUDED AN "ADULT EDUCATION SUNDAY" IN LOCAL CHURCHES, A WELFARE CLASS IN BASIC EDUCATION FOR UNEMPLOYED FATHERS, TALKS BY THE COORDINATOR TO PTA'S, CHURCH GROUPS, LABOR UNIONS, PUBLICITY IN THE NEWSPAPERS, HOME CALLS BY VOLUNTEERS, DECENTRALIZED CLASSES AT ELEMENTARY SCHOOLS, A MEANINGFUL CURRICULUM, A LITTLE THEATER, DANCE AND ART CLASSES, ENCOURAGEMENT OF LIBRARY USE, AND AN AMERICAN NEGRO HISTORY CLASS. AN OBJECTIVE EVALUATION OF THIS KIND OF PROJECT IS DIFFICULT, BUT THERE WAS A STEADY RISE IN ADULT SCHOOL ATTENDANCE AND A STEADY INCREASE IN CERTIFICATES AND DIPLOMAS ISSUED BY THE ADULT SCHOOL. THE PERSONS INVOLVED IN THE PROJECT WERE INTERVIEWED FOR A SUBJECTIVE EVALUATION. THE MOST SUCCESSFUL MOTIVATIONAL TECHNIQUES INVOLVED PERSON-TO-PERSON CONTACT, SUCH AS HOME CALLS. A POSITIVE EVALUATION OF THE WORTH OF THIS KIND OF PROJECT IS SHOWN IN ITS EXTENSION AS A FEDERALLY FINANCED PROGRAM. (EB)

ED 011 095 AC 000 043

URBAN EXTENSION, A REPORT ON EXPERIMENTAL PROGRAMS ASSISTED BY THE FORD FOUNDATION.
FORD FOUNDATION, NEW YORK, N.Y.

PUB DATE OCT 66

EDRS PRICE MF-$0.09 HC-$2.08 52P.

DESCRIPTORS- *COMMUNITY ACTION, *EXPERIMENTAL PROGRAMS, *UNIVERSITY EXTENSION, *URBAN EXTENSION, COMMUNITY DEVELOPMENT, COMMUNITY ORGANIZATIONS, NEIGHBORHOOD IMPROVEMENT, NEW YORK CITY, PROGRAM DESCRIPTIONS, RESEARCH PROJECTS, URBAN RENEWAL,

THIS REPORT OUTLINED THE EXPERIENCES OF EIGHT UNIVERSITIES--CALIFORNIA AT BERKELEY, DELAWARE, ILLINOIS, MISSOURI, OKLAHOMA, PURDUE, RUTGERS, AND WISCONSIN--AND A NONACADEMIC COMMUNITY DEVELOPMENT ORGANIZATION, ACTION-HOUSING, PITTSBURGH, WHICH HAD RECEIVED FORD FOUNDATION GRANTS FOR URBAN EXTENSION PROGRAMS. EACH ORGANIZATION USED THE APPROACH BEST SUITED TO ITS SIZE AND STRUCTURE, AND THE SKILLS AND TALENTS OF STAFF PERSONNEL. THE MOST SIGNIFICANT CONSEQUENCE OF MOST OF THE EXPERIMENTS LAY IN HELPING LOCAL COMMUNITIES CREATE STRUCTURES FOR THE WAR ON POVERTY, ENHANCING THE ABILITY OF UNIVERSITIES TO SERVE STATE AND LOCAL GOVERNMENTS IN SHAPING COMMUNITY ACTION PROGRAMS TO

MEET FEDERAL REQUIREMENTS, CREATING A WORKING LIAISON BETWEEN THE UNIVERSITIES AND GOVERNMENT AGENCIES, AND CRYSTALLIZING SEVERAL CRITICAL QUESTIONS WHICH UNIVERSITIES MUST RESOLVE TO FUNCTION EFFECTIVELY IN URBAN AFFAIRS. THIS DOCUMENT IS ALSO AVAILABLE FROM THE FORD FOUNDATION, OFFICE OF REPORTS, 477 MADISON AVE., NEW YORK, NEW YORK 10022. (LY)

ED 011 096 AC 000 045

CHANGING CONCEPTS OF PRODUCTIVE LIVING.
By- BOYD, ROBERT D.
WISCONSIN UNIV., MADISON, UNIVERSITY EXTENSION
PUB DATE 67
EDRS PRICE MF-$0.27 HC-$5.28 132P.

DESCRIPTORS- *COMMUNITY CHANGE, *PRODUCTIVE LIVING, *SOCIAL CHANGE, *SOCIAL ENVIRONMENT, *WORK ATTITUDES, AUTOMATION, COMMUNITY PLANNING, CONFERENCES, ECONOMIC CLIMATE, EDUCATIONAL PLANNING, FAMILY LIFE, LEISURE, MADISON, PERCEPTION, ROLE CONFLICTS, SEX DIFFERENCES, SOCIAL VALUES, WORK,

AT A CONFERENCE OF ADULT EDUCATORS DESIGNED TO BRING INTO FOCUS NEW PERSPECTIVES OF THE ROLES OF ADULT EDUCATION, PAPERS WERE PRESENTED ON THE CHANGING CONCEPTS OF PRODUCTIVE LIVING AND THE RELATIONSHIP BETWEEN CONCERN FOR PRODUCTIVE LIVING AND ADULT EDUCATION. AN OVERVIEW PROVIDED A WORKING ORIENTATION AND DESCRIBED THE BASIC FORCES AND PROBLEMS IN THE CHANGING ROLE AND CONCEPTUALIZATION OF WORK AND INDIVIDUAL PRODUCTIVITY. A SCHEMATIC MODEL WAS DEVELOPED OF THE INDIVIDUAL IN SOCIETY TO EXPLAIN THE EVOLUTIONARY, FEEDBACK, AND SYNTHESIS MECHANISMS OF INDIVIDUALS DYNAMICALLY INTERACTING IN SOCIETY. A PAPER DISCUSSES THE PROBLEM OF LEISURE IN MODERN SOCIETY. OUTDATED AND UNREALISTIC CONCEPTS OF COMMUNITY LIFE WERE IDENTIFIED AS FRUSTRATING AND BLOCKING PROGRESS TOWARD MORE PRODUCTIVE LIVING. THE PAPERS CONCLUDED WITH A DISCUSSION OF THE CHANGING SEX ROLES IN THE AMERICAN FAMILY AS REFLECTED IN VARYING NORMS FOR FAMILY LIVING, AND THE ROLE AND FUNCTION OF THE ADULT EDUCATOR IN RELATION TO THESE CHANGING CONCEPTS OF SEX ROLE DIFFERENTIATION. THIS DOCUMENT IS ALSO AVAILABLE FROM THE BOOKSTORE, UNIVERSITY EXTENSION, THE UNIVERSITY OF WISCONSIN, 432 NORTH LAKE ST., MADISON, WISCONSIN 53706, FOR $2.50. (ED)

ED 011 097 AC 000 049

A HISTORY OF THE BUREAU OF STUDIES IN ADULT EDUCATION AT INDIANA UNIVERSITY.
By- BAKER, MICHAEL ROBIN
INDIANA UNIV., BLOOMINGTON, SCH. OF EDUCATION
PUB DATE SEP 66
EDRS PRICE MF-$0.18 HC-$4.68 117P.

DESCRIPTORS- *ADULT EDUCATION, *GRADUATE STUDY, *HIGHER EDUCATION, *HISTORICAL REVIEWS, *UNIVERSITY EXTENSION, ADULT EDUCATORS, BLOOMINGTON, PROFESSIONAL EDUCATION, PROGRAM DEVELOPMENT, RESEARCH,

THE BUREAU OF STUDIES IN ADULT EDUCATION WAS FOUNDED AT INDIANA UNIVERSITY IN 1947 AND ASSIGNED THE TASK OF PROVIDING OFF-CAMPUS NONCREDIT COURSES IN ADULT EDUCATION. THE BUREAU BEGAN BY PROVIDING FIELD SERVICES, RANGING FROM PROVIDING ASSISTANCE TO LOCAL COMMUNITIES ON ADULT EDUCATION PROBLEMS TO PROVIDING GENERAL ADULT EDUCATIONAL ACTIVITIES. IT STARTED A RESEARCH PROGRAM WHICH EXAMINED HOW ADULTS LEARN EFFECTIVELY, AND THE CONDITIONS THAT PROMOTE LEARNING IN PRACTICAL SITUATIONS. BETWEEN 1947 AND 1952, THE BUREAU GREW AND BECAME A MULTISPONSORSHIP OPERATION. IT INITIATED FORMAL ADULT EDUCATION COURSES AT THE GRADUATE LEVEL AT INDIANA UNIVERSITY AND INTRODUCED A NEWSLETTER ON ADULT EDUCATION. BETWEEN 1952 AND 1958, THE BUREAU EXPERIMENTED WITH AN INSTITUTIONAL APPROACH TO ADULT EDUCATION, STRESSING RESEARCH ON ADULT LEARNING. IT DEVELOPED A GRADUATE PROGRAM FOR ADULT EDUCATORS. FROM 1958 TO 1965, IT CONDUCTED MORE ADULT EDUCATION RESEARCH THAN DID ANY OTHER COLLEGE OR UNIVERSITY ADULT EDUCATION DEPARTMENT, FOR EXAMPLE, ON ALCOHOLISM, MENTAL HEALTH, GERONTOLOGY, AND FUNDAMENTAL AND LITERACY EDUCATION. (ED)

ED 011 098 AC 000 048

ADULT EDUCATION AND THE ADOPTION OF INNOVATIONS BY ORCHARDISTS IN THE OKANAGAN VALLEY OF BRITISH COLUMBIA.
By- VERNER, COOLIE HILLERD, FRANK W.
BRITISH COLUMBIA UNIV., VANCOUVER
REPORT NUMBER RSH-1 PUB DATE 66
EDRS PRICE MF-$0.09 HC-$5.00 80P.

DESCRIPTORS- *ADOPTION (IDEAS), *EVALUATION, *INFORMATION DISSEMINATION, *INNOVATION, *PARTICIPANT CHARACTERISTICS, ADULT CHARACTERISTICS, DIFFUSION, EDUCATIONAL TELEVISION, EVALUATION TECHNIQUES, FARMERS, INTERVIEWS, RESEARCH, RURAL EXTENSION, SOCIOECONOMIC STATUS, STATISTICAL DATA, VANCOUVER,

THIS STUDY ANALYZED THE GENERAL BEHAVIOR OF ORCHARDISTS IN THE OKANAGAN VALLEY, BRITISH COLUMBIA, AND THE FACTORS RELATED TO ADOPTION OF INNOVATIONS IN THIS SETTING. FIVE PERCENT SAMPLES WERE DRAWN FROM 19 DISTRICTS CONSISTING OF 2,721 ORCHARDS, AND DATA WERE GATHERED BY RESIDENT AGRICULTURISTS. THE DATA WERE ANALYZED BY STAGE IN THE ADOPTION PROCESS IN ADOPTER CATEGORIES OF--(1) INNOVATORS, EARLY ADOPTERS, AND BY INDIVIDUAL CHARACTERISTICS SUCH AS AGE, EDUCATIONAL LEVEL, INCLUDING ADULT EDUCATION EXPERIENCE AND TENURE, (2) COMMUNITY PARTICIPATION, AND ECONOMIC CHARACTERISTICS, INCLUDING SIZE OF THE ENTERPRISE AND FINANCIAL STATUS, AND (3) COMMUNITY ATTITUDES ABOUT THE ACCEPTANCE OR REJECTION OF INNOVATIONS AS PERCEIVED BY THE RESPONDENTS. THE ORCHARDISTS HAD ACCESS TO NEW INFORMATION FROM COMMERCIAL ENTERPRISES IN EQUIPMENT AND SUPPLIES, COOPERATIVE MARKETING ORGANIZATIONS, A FEDERAL RESEARCH STATION, BUT MOST SYSTEMATICALLY FROM THE DISTRICT HORTICULTURISTS, WHO PROVIDED PERSONALIZED SERVICES, CONDUCTED MEETINGS, AND PLANNED INSTRUCTIONAL PROGRAMS. SEVEN INNOVATIONS PRESENTED THROUGH A 1964 TV CHAUTAUQUA OR INTRODUCED PREVIOUSLY WERE COMPARED. EARLY ADOPTERS SHOWED ABOVE AVERAGE ECONOMIC STATUS AND EDUCATIONAL PARTICIPATION, A HIGHER PROPORTION OF FULL-TIME ORCHARDISTS, GREATER CIVIC PARTICIPATION, AND MORE USE OF MASS MEDIA, PERSONAL CONTACTS, AND AGRICULTURAL AGENCIES. THIS DOCUMENT IS ALSO AVAILABLE FROM UNIVERSITY EXTENSION, THE UNIVERSITY OF BRITISH COLUMBIA, VANCOUVER 8, B.C. FOR $1.50. (LY)

ED 011 099 AC 000 066

AREA EXTENSION WORK--A PILOT STUDY OF THE PROFESSIONAL STATUS OF AREA EXTENSION PERSONNEL IN CALIFORNIA, 1961.
By- JOHNSON, ROBERT L.
KANSAS STATE UNIV., MANHATTAN, EXTENSION SERVICE

REPORT NUMBER KSU-ES-1 PUB DATE APR 66
EDRS PRICE MF-$0.09 HC-$0.44 11P.

DESCRIPTORS- *EXTENSION AGENTS, *PERSONNEL DATA, *RURAL EXTENSION, *WORK ATTITUDES, CALIFORNIA, COOPERATIVE EXTENSION SERVICE, JOB SATISFACTION, MANHATTAN, QUESTION ANSWER INTERVIEWS, STATISTICAL DATA, SURVEYS,

THE INCREASED PRESSURE FOR GREATER EXPERTISE OF EXTENSION AGENTS, COMBINED WITH LIMITATIONS FOR SPECIALIZATION IMPOSED BY COUNTY LINES, HAS RESULTED IN VARIOUS APPROACHES TO AREA WORK. THE PURPOSE OF THIS STUDY WAS TO TEST THE POSSIBILITY OF INCREASING EFFICIENCY, PROVIDING BETTER SERVICE, DEVELOPING A HIGHER DEGREE OF COMPETENCY AMONG STAFF MEMBERS, AND INCREASING THE PERSONAL SATISFACTION OF FARM ADVISERS BY PERMITTING CROSS-COUNTY WORK. THE STUDY FOCUSED ON EXTENSION PERSONNEL IN AREA WORK UNDER THE BARTER AND CASH REIMBURSEMENT METHODS. DATA WERE OBTAINED FROM PERSONNEL IN AREA EXTENSION WORK IN GLENN AND BUTTE COUNTIES (BARTER) AND SUTTER AND COLUSA COUNTIES (CASH REIMBURSEMENT), BOTH PAIRS OF COUNTIES HAVING STARTED CROSS-COUNTY WORK IN DAIRY AND CERTIFIED SEED PRODUCTION DURING 1960. COUNTY EXTENSION DIRECTORS WERE UNANIMOUS IN APPROVING AREA EXTENSION WORK AND ITS POTENTIAL FOR IMPROVING THE EFFICIENCY OF THE SERVICE. THEY PREFERRED THE BARTER OVER CASH REIMBURSEMENT. FARM ADVISERS, IN MANY CASES, FELT AREA WORK MADE MORE WORKLOAD FOR THEM. THE STATE SPECIALIST FELT AREA WORK WAS LOGICAL, EFFECTIVE, AND EFFICIENT. ADMINISTRATIVE PROBLEMS MUST BE SOLVED TO EFFECT A SMOOTH TRANSITION. (ED)

ED 011 100 AC 000 092
A TASK UNIT CONCEPT FOR ON-THE-JOB TRAINING IN FOOD SERVICE.
BY- WELCH, JOHN
MISSOURI UNIV., COLUMBIA, EXTENSION DIV.
REPORT NUMBER MANUAL-66-FIRST REPRINT-EM-66 PUB DATE 66
EDRS PRICE MF-$0.18 HC-$4.84 121P.

DESCRIPTORS- *FOOD SERVICE INDUSTRY, *INSERVICE TEACHER EDUCATION, *JOB ANALYSIS, *ON THE JOB TRAINING, *SERVICE OCCUPATIONS, COLUMBIA, INDUSTRIAL EDUCATION, TEACHING METHODS,

INDUSTRIAL TRAINING PROCEDURES ARE COMPARED WITH THOSE OF FOOD AND OTHER SERVICE INDUSTRIES TO ASCERTAIN RELEVANT TRAINING METHODS. HELPFUL PROCEDURES WERE--DESCRIBING EACH EMPLOYEE'S JOB BY LISTING HIS TASKS AND BREAKING DOWN EACH TASK INTO ITS SEPARATE OPERATIONS. THEN THE BEST METHOD OF TRAINING FOR EACH TASK CAN BE DETERMINED. A TIME AND FREQUENCY WHEN AN ASSIGNED WORKER WILL PERFORM EACH TASK, AND SUPERVISION TO SEE THAT THE TASKS ARE PERFORMED WILL RESULT IN A DECREASE IN MISUNDERSTANDINGS AND EMPLOYEE TURNOVER AND AN INCREASE IN EFFICIENCY AND MORALE. THE QUESTIONS OF WHAT, WHY, HOW, WHEN, WHO, AND WHERE MAY BE USED IN PUTTING THE TASK UNIT CONCEPT TO WORK. RESTAURANT ASSOCIATIONS CAN WORK ON PROBLEMS FOR THE BENEFIT OF MEMBERS. JOBS AT ALL LEVELS ARE ANALYZED--MANAGEMENT, SUPERVISION, PREPROCESSING, FOOD PROCESSING, ASSEMBLY, FOOD PRODUCTION, PACKAGING, DELIVERY, SERVICE, BILLING, SANITATION, COMMUNICATION, AND MAINTENANCE. THE METHOD OF DEVELOPING A TASK BREAKDOWN IS PRESENTED AND EXAMPLES ARE GIVEN. METHODS OF ADULT INSTRUCTION ARE SUGGESTED. APPENDIXES INCLUDE JOB DESCRIPTION SAMPLES, TRAINING SCHEDULES, A RESTAURANT CLEANING SCHEDULE, AND A TASK ANALYSIS FORM. (JA)

ED 011 101 AC 000 146
ANNUAL LABORATORIES IN COMMUNITY LEADERSHIP TRAINING, 1966, READING BOOK.
NATIONAL TRAINING LABS., WASHINGTON, D.C.
PUB DATE 66
EDRS PRICE MF-$0.09 HC-$2.00 50P.

DESCRIPTORS- *CHANGE AGENTS, *COMMUNITY CHANGE, *LEADERSHIP TRAINING, *RESOURCE MATERIALS, *TRAINING LABORATORIES, BETHEL, CEDAR CITY, DISTRICT OF COLUMBIA, EVALUATION TECHNIQUES, MAINE, MANUALS, NATIONAL TRAINING LABORATORIES, PROBLEM SOLVING, ROLE THEORY, SOCIAL STRUCTURE, UTAH, WORKBOOKS,

THESE READINGS ON COMMUNITY LEADERSHIP TRAINING APPLY ELEMENTS OF LABORATORY TRAINING TO NEEDS AND ROLE DEMANDS OF COMMUNITY CHANGE AGENTS. THE COMMUNITY IS SEEN AS A SOCIAL SYSTEM CHARACTERIZED BY DISTINCT PATTERNS OF BEHAVIOR AND INTERACTION, AND SUBJECT TO ACCELERATING SOCIAL, ECONOMIC, POLITICAL, AND TECHNOLOGICAL CHANGE. THE AUTHOR DISCUSSES PRINCIPLES OF POWER AND ITS USE, PROBLEMS AND METHODS OF ROLE DEFINITION, THE DYNAMICS OF COMMUNITY CHANGE ANALYSIS, AND METHODS AND TECHNIQUES USEFUL IN COMMUNITY ACTION RESEARCH AND EVALUATION. THE PROBLEM ANALYSIS WORKBOOK, INCLUDED AS THE SECOND PART OF THE DOCUMENT, FURNISHES GUIDELINES FOR (1) CLARIFYING GOALS, NORMS AND STANDARDS, RELEVANT ROLES OF CHANGE AGENTS, AND PATTERNS OF POWER AND INFLUENCE, (2) ORGANIZING FOR ACTION, AND (3) CONDUCTING CONTINUING AND FINAL EVALUATION. THE DOCUMENT INCLUDES CHARTS, FOOTNOTES, AND CHAPTER REFERENCES. (LY)

ED 011 102 AC 000 183
THE REDUCTION OF PREJUDICE THROUGH LABORATORY TRAINING.
BY- RUBIN, IRWIN
PUB DATE MAR 67
EDRS PRICE MF-$0.09 HC-$1.00 29P.

DESCRIPTORS- *RACIAL ATTITUDES, *SELF CONCEPT, *SENSITIVITY TRAINING, *T GROUPS, *TRAINING LABORATORIES, GROUP DYNAMICS, MORAL VALUES, NEGROES, PERSONALITY, RESEARCH,

AN EXPERIMENT TESTED THE HYPOTHESIS THAT INCREASES IN SELF-ACCEPTANCE RESULTING FROM SENSITIVITY TRAINING HAVE THE THEORETICALLY PREDICTABLE BUT INDIRECT EFFECT OF REDUCING RACE PREJUDICE. THERE WERE 30 VOLUNTEERS, AGED FROM 23 TO 39, 6 OF WHOM WERE NEGROES. MOST HAD AT LEAST A B.S. DEGREE. THEY LIVED TOGETHER FOR 2 WEEKS MEETING IN FIVE T-GROUPS, EACH INCLUDING AT LEAST ONE NEGRO. THE PERSONALITY VARIABLE INVESTIGATED WAS PSYCHOLOGICAL ANOMY, A FEELING OF MORAL EMPTINESS. THE TOTAL GROUP WAS RANDOMLY DIVIDED INTO 2 SECTIONS. THE SMALL GROUP WAS TESTED VIA MAIL QUESTIONNAIRES 2 WEEKS BEFORE ARRIVAL. THE ENTIRE GROUP WAS TESTED UPON ARRIVAL AND AGAIN AT THE END OF THE LABORATORY. EACH T-GROUP TRAINER RATED EACH PARTICIPANT ON THE QUESTIONS--(1) TO WHAT EXTENT DID THE PERSON EXPLICITLY DISCUSS RACE RELATIONS, AND (2) WHAT WAS THE NATURE OF THE INDIVIDUAL'S FOCUS DURING THE T-GROUP. THE RESULTS OF THIS STUDY SUGGESTED THAT SENSITIVITY TRAINING MAY BE A POWERFUL TECHNIQUE IN THE REDUCTION OF RACE PREJUDICE, HOWEVER A CERTAIN AMOUNT OF EDUCATION SEEMS TO BE

A PREREQUISITE TO LEARNING BY THIS METHOD. THERE WERE SUGGESTIONS FOR FURTHER STUDY AND LIST OF REFERENCES. THIS ARTICLE IS PUBLISHED IN THE "JOURNAL OF APPLIED BEHAVIORAL SCIENCE," VOLUME 3, NUMBER 1, 1967. (AJ)

ED 011 103 AC 000 448

THE DESIGN OF CROSS-CULTURAL TRAINING, WITH EXAMPLES FROM THE PEACE CORPS.

BY- HARRISON, ROGER HOPKINS, RICHARD L.
NATIONAL TRAINING LABS., WASHINGTON, D.C.

REPORT NUMBER 2 PUB DATE 66
EDRS PRICE MF-$0.18 HC-$2.44 61P.

DESCRIPTORS- *CROSS CULTURAL TRAINING, *PROGRAM DEVELOPMENT, *TEACHING METHODS, CULTURAL DIFFERENCES, DISTRICT OF COLUMBIA, EDUCATIONAL ENVIRONMENT, INTERCULTURAL PROGRAMS, INTERNATIONAL EDUCATION, PEACE CORPS, PUERTO RICO, UNIVERSITIES, VOLUNTEER TRAINING,

IN THREE ARTICLES ON THE DESIGN OF CROSS-CULTURAL TRAINING WITH EXAMPLES FROM THE PEACE CORPS, HARRISON POINTED OUT THE INAPPLICABILITY OF THE CURRENT TRAINING FOR OVERSEAS SERVICE, DISSENTING THE RELATIONSHIP BETWEEN ITS ENDS AND MEANS. HE ARGUES THAT THE METHODS OF HIGHER EDUCATION ARE NOT APPLICABLE TO THE SITUATION WHICH REQUIRES THE ABILITY TO ADAPT TO UNFAMILIAR AND AMBIGUOUS SOCIAL SITUATIONS. TRAINING DESIGNED ONLY FOR UNDERSTANDING IS NOT ENOUGH. IT MUST REQUIRE THE PERSON TO EXPERIENCE EMOTIONAL IMPACT OF PHENOMENA WITH WHICH HE IS TO DEAL AND TO TRANSLATE IDEAS AND VALUES INTO DIRECT ACTION, WITH RISKS. HOPKINS STATES THAT THE TRAINEE HAS NOT REALLY BEEN TRAINED FOR THE LIFE IN THE PEACE CORPS AND THEN SUGGESTS THAT IT IS NECESSARY TO WORK TOWARD THE CREATION OF AN ENVIRONMENT WHICH WILL REWARD CREATIVITY. IN HIS SECOND PAPER, HOPKINS DESCRIBES A SUCCESSFUL TRAINING PROGRAM AT CAMP CROZIER, PUERTO RICO, IN WHICH THE EFFORTS OF THE TEACHERS WERE DIRECTED TOWARD ACTIVATING A TRAINEE'S WILL TO LEARN AND TOWARD CREATING AN ENVIRONMENT TO SUSTAIN SPONTANEOUS LEARNING. THIS DOCUMENT IS ALSO AVAILABLE FROM THE NATIONAL TRAINING LABORATORIES, NATIONAL EDUCATION ASSOCIATION, 1201 SIXTEENTH ST., N.W., WASHINGTON, D.C. 20036, FOR $3.00. (SM)

ED 011 104 AL 000 004

AN OUTLINE OF CZECH NOMINAL MORPHOLOGY.

BY- BIDWELL, CHARLES E.

PUB DATE MAR 66
EDRS PRICE MF-$0.09 HC-$1.12 28P.

DESCRIPTORS- *CZECH, *GRAMMAR, *MORPHOLOGY (LANGUAGES), ADJECTIVES, NOUNS, NUMBERS, PRONOUNS, SLAVIC LANGUAGES,

THE MORPHOLOGICAL CHARACTERISTICS OF CZECH NOMINALS, WHICH CONSIST OF NOUNS, ADJECTIVE, NUMERALS AND PRONOUNS, ARE DESCRIBED IN THIS PREPRINT. THE PAPER DISCUSSED EACH CATEGORY SEPARATELY, DIVIDING IT INTO SUBCLASSES, AND PROVIDES ILLUSTRATIONS IN CZECH. IN THE PARADIGMS, SEPARATE FORMS FOR THE VOCATIVE ARE GIVEN FOR MASCULINE AND FEMININE NOUNS IN THE SINGULAR ONLY; ELSEWHERE NOMINATIVE AND VOCATIVE ARE IDENTICAL. EXAMPLES IN THE PARADIGMATIC TABLES AND EXPLANATORY TEXT ARE CITED IN STANDARD CZECH ORTHOGRAPHY. IN THE DISCUSSION, STEMS AND ENDINGS ARE ALWAYS REPRESENTED PHONEMICALLY. STANDARD LITERARY CZECH IS TREATED WITH AN OCCASIONAL REFERENCE TO THE COLLOQUIAL LANGUAGE. (AW)

ED 011 105 AL 000 011

SOME LANGUAGE ASPECTS OF THE U.S. ADVISORY ROLE IN SOUTH VIETNAM.

BY- FIKS, ALFRED I. MCCRARY, JOHN W.
GEORGE WASHINGTON UNIV., ALEXANDRIA, VA.

REPORT NUMBER RM-HALT-1 PUB DATE NOV 65
EDRS PRICE MF-$0.09 HC-$1.28 32P.

DESCRIPTORS- *LANGUAGE INSTRUCTION, *PROGRAM DEVELOPMENT, *VIETNAMESE, ALEXANDRIA, LANGUAGE ROLE, MILITARY ADVISER'S LANGUAGE TEXT (MALT) 1, PARALINGUISTICS, VERBAL BEHAVIOR, VERBAL OPERANT CONDITIONING,

A QUESTIONNAIRE SURVEY WAS CONDUCTED AMONG FIELD AND COMPANY GRADE U.S. ARMY OFFICERS WHO HAD SERVED TOURS OF DUTY IN SOUTH VIETNAM AND RETURNED TO THE UNITED STATES BETWEEN 1960 AND 1962. DATA WERE COLLECTED ON THE BASIS OF 97 RETURNED QUESTIONNAIRES (OUT OF 129). THE AIM OF THE SURVEY WAS TO CONTRIBUTE TO A PROJECT TO DEVELOP A SHORT VIETNAMESE LANGUAGE COURSE. THE FINDINGS OF THE SURVEY SHOW THAT THE RESPONDENTS, WHO WERE SERVING IN AN ADVISORY CAPACITY TO THE ARMY OF THE REPUBLIC OF VIETNAM AND PARAMILITARY UNITS, RELIED ON THE USE OF TRANSLATORS AND PARALINGUISTIC (GESTURAL) MEANS OF COMMUNICATION. THE FINDINGS INDICATED THE IMPORTANCE OF CERTAIN CONTINGENCIES TO THE ACQUISITION OF SPOKEN VIETNAMESE, FOR EXAMPLE, ISOLATION FROM OTHER ENGLISH SPEAKERS, GREATER LENGTH OF THE ADVISOR'S TOUR OF DUTY, MORE FREQUENT ATTEMPTS TO SPEAK VIETNAMESE, WITNESSING OF COMBAT, AND THE VIETNAMESE COUNTERPARTS' ABILITY TO USE ENGLISH. THE RESPONDENTS CITED FOUR MAJOR AREAS IN WHICH THEY FELT THAT GREATER KNOWLEDGE WOULD HAVE BEEN ADVANTAGEOUS TO THEM--SOCIAL AMENITIES, IMMEDIATE ACTION PHRASES, QUERIES, AND GUIDANCE AND ADVISORY TERMS. THESE FINDINGS ARE BEING UTILIZED IN DEVELOPING SHORT, FUNCTIONAL PROGRAMED LANGUAGE COURSES. (KL)

ED 011 106 AL 000 051

INSTRUMENTAL INVESTIGATION OF SINGLE AND PAIRED MANDARIN TONEMES.

BY- CREMER, JOHN J. LEE, PAO-CH'EN
DOUGLAS AIRCRAFT CO., HUNTINGTON BEACH, CALIF.

REPORT NUMBER DARL-RES-COMMUNICATION-13 PUB DATE SEP 66
REPORT NUMBER DOUGLAS PAPER-4156
EDRS PRICE MF-$0.18 HC-$2.72 68P.

DESCRIPTORS- *MANDARIN CHINESE, *PHONETIC ANALYSIS, CHINESE, HUNTINGTON BEACH, INSTRUMENTATION, MEASUREMENT, PHONETICS,

THE AIM OF THIS STUDY WAS TO IDENTIFY AND SET TONE-REGISTER BOUNDARIES, AND TO DESCRIBE TONAL CONTOURS OF SINGLE WORDS AND COUPLETS IN TERMS OF WHAT GOOD MANDARIN CHINESE SPEAKERS ACTUALLY DO. THE STUDY WAS BASED ON ISOLATED AND COUPLED WORDS OF HIGH LINGUISTIC FREQUENCY, WHICH WERE RECORDED BY 18 PROFESSORS OF MANDARIN CHINESE ON NARROW-BAND SONOGRAMS. FOR STANDARDIZATION AND CONVENIENCE, INDIVIDUAL DIFFERENCES WERE REMOVED BY REPRESENTING TONE BEHAVIOR IN TERMS OF CONTOUROIDS. THE RESULT WAS A MATHEMATICALLY AND LINGUISTICALLY COMPARABLE SET OF CONTOURS THAT CAN BE DISPLAYED TO EXAMINE THE PERFORMANCE OF DIFFERENT SPEAKERS USING THE SAME SET OF GROUND RULES. CATEGORIES INCLUDED TONES

ALONE, PRENEUTRAL POSITION, NEUTRAL BEHAVIOR, AND THE EFFECTS OF PRE- AND POST-TONE POSITION ON COUPLETS. (IT)

ED 011 107 AL 000 057

SEMANTIC SATIATION AND COGNITIVE DYNAMICS.
By- JAKOBOVITS, LEON A.

PUB DATE 4 SEP 66

EDRS PRICE MF-$0.09 HC-$0.64 16P.

DESCRIPTORS- *COGNITIVE PROCESSES, *PSYCHOLINGUISTICS, *RETENTION, *SEMANTICS, NEW YORK CITY, PSYCHOMETRICS, RETENTION STUDIES,

CONDITIONS OF SEMANTIC SATIATION WERE INVESTIGATED, WHICH LEAD TO "LAPSE OF MEANING" IN THE PRESENCE OF VERBAL REPETITION. RATE AND AMOUNT OF REPETITION AFFECT THE SHAPE OF THE MEANING CURVE, AND VERBAL REPETITION OF A DETERMINED AMOUNT AND RATE MAY GENERATE VARYING AMOUNTS OF REACTIVE INHIBITION WHEN INDIVIDUAL DIFFERENCES ARE CONSIDERED. THE PROBLEM WAS ONE OF SPECIFYING THE CONDITIONS UNDER WHICH SATIATION AND GENERATION WILL OCCUR, AND TO EXPLAIN WHY IN A THEORETICALLY CONSISTENT FASHION. SEMANTIC SATIATION IS ASSUMED TO BE MEDIATED BY SUSCEPTIBILITY TO CORTICAL FATIGUE AND BY THE CHARACTERISTIC RATE OF OSCILLATION OF THE INDIVIDUAL'S ATTENTIVE PROCESS. AGE AND INTELLIGENCE ARE LIKELY CORRELATES OF THE ATTENTIVE OSCILLATION RATE. THE EFFECTS OF SEMANTIC SATIATION IN COGNITIVE PROCESSES SUCH AS PROBLEM SOLVING, CONCEPT FORMATION, AND VERBAL LEARNING LEAD TO THE CONCLUSION THAT A GENERAL AND BASIC CHARACTERISTIC OF CORTICAL ACTIVITY IN MENTAL PROCESSES IS INVOLVED. THIS PAPER WAS PRESENTED AT THE ANNUAL CONVENTION OF THE AMERICAN PSYCHOLOGICAL ASSOCIATION (NEW YORK, SEPTEMBER 4, 1966). (KL)

ED 011 108 AL 000 067

THE STRATEGY OF THE TOTAL PHYSICAL RESPONSE--AN APPLICATION TO LEARNING JAPANESE.
By- KUNIHIRA, SHIROU ASHER, JAMES J.

PUB DATE 65

EDRS PRICE MF-$0.09 HC-$0.40 10P.

DESCRIPTORS- *EXPERIMENTAL TEACHING, *JAPANESE, *LANGUAGE FLUENCY, *LANGUAGE INSTRUCTION, COLLEGE STUDENTS, LEARNING,

AN EXPERIMENT WAS DEVISED TO TEST ASHER'S HYPOTHESIS OF A TOTAL PHYSICAL RESPONSE, WHICH STATES THAT LISTENING COMPREHENSION FOR A FOREIGN LANGUAGE CAN BE ACCELERATED IF STUDENTS ARE REQUIRED TO EMIT A RESPONSE WITH THE ENTIRE BODY. THE SUBJECTS WERE 88 COLLEGE STUDENTS WHO HAD NO PRIOR KNOWLEDGE OF JAPANESE, NO FLUENCY IN A LANGUAGE OTHER THAN ENGLISH, AND WHO WERE NOT LANGUAGE MAJORS IN COLLEGE. THE 67 WHO COMPLETED THE TRAINING WERE HOMOGENEOUS IN LANGUAGE-LEARNING ABILITY, AS EVIDENCED BY TESTS GIVEN BEFORE THE STUDY. THE EXPERIMENTAL GROUP WAS INSTRUCTED THAT A VOICE ON A TAPE WOULD GIVE A COMMAND IN JAPANESE. WHEN THE SUBJECTS HEARD THE UTTERANCE, THEY WERE TO IMITATE THE ACTIONS OF THE INSTRUCTOR IN THE CLASSROOM. THE THREE CONTROL GROUPS LISTENED TO THE SAME COMMANDS BUT RESPONDED BY (1) WATCHING THE INSTRUCTOR, (2) LISTENING TO AN ENGLISH TRANSLATION, AND (3) READING AN ENGLISH TRANSLATION. THE RETENTION OF THE EXPERIMENTAL GROUP TENDED TO BE HIGH AND SIGNIFICANTLY BETTER THAN THAT OF THE CONTROL GROUPS. THE RESULTS ALSO INDICATED THAT THIS STRATEGY PERMITS THE STUDENT TO HAVE EXTREMELY HIGH LISTENING COMPREHENSION FOR NOVEL UTTERANCES, WHICH HAS IMPORTANT IMPLICATIONS FOR LANGUAGE LEARNING. THIS ARTICLE IS PUBLISHED IN THE "INTERNATIONAL REVIEW OF APPLIED LINGUISTICS," VOLUME 3, NUMBER 4, 1965. (KL)

ED 011 109 AL 000 075

PAPERS OF THE ARABIC TEACHERS' WORKSHOP (ANN ARBOR, JUNE 8-18, 1965).
CENTER FOR APPLIED LINGUISTICS, WASHINGTON, D.C.

PUB DATE DEC 65

EDRS PRICE MF-$0.09 HC-$0.76 19P.

DESCRIPTORS- *ARABIC, *LANGUAGE INSTRUCTION, *METHODOLOGY, BIBLIOGRAPHIES, DIALECTS, DIGLOSSIA, DISTRICT OF COLUMBIA, INSTRUCTIONAL MATERIALS, LANGUAGE SKILLS, SOCIOLINGUISTICS,

THIS REPORT IS BASED ON PAPERS GIVEN AT THE ARABIC TEACHERS' WORKSHOP HELD IN ANN ARBOR, MICHIGAN, JUNE 8-18, 1965. THE REPORT IS DIVIDED INTO THREE PARTS--(1) METHODS OF TEACHING MODERN STANDARD ARABIC, (2) CONTENT OF ELEMENTARY ARABIC INSTRUCTION, (3) SELECTIVE LIST OF INSTRUCTIONAL MATERIALS FOR MODERN STANDARD ARABIC. THE SPECIAL PROBLEMS OF ARABIC FOR THE AMERICAN LEARNER ARE DISCUSSED. GENERAL PRINCIPLES ARE LISTED WHICH SHOULD UNDERLIE ALL INSTRUCTIONAL APPROACHES--EARLY AND CONTINUING EMPHASIS ON PRONUNCIATION, LIMITED USE OF A TRANSLITERATION SYSTEM, EXTENSIVE USE OF DRILLS, USING PHRASES AND SENTENCES, MINIMAL USE OF ENGLISH, NO USE OF MODERN STANDARD ARABIC FORMS EXCEPT WHERE APPROPRIATE TO THE SITUATIONS AND SUBJECTS. THE FIRST LEVELS (200 WORDS) OF INSTRUCTION SHOULD AIM AT MASTERY OF A CORE VOCABULARY CONTROL OF THE BASIC LANGUAGE STRUCTURE AND RELATED SKILLS AND INFORMATION. A SELECTIVE LIST OF INSTRUCTIONAL MATERIALS INCLUDES MATERIALS ON WRITING, TEXTBOOKS, DICTIONAIRES, AND AUDIOVISUAL AIDS. (IT)

ED 011 110 AL 000 097

WRITING ARABIC, A LINGUISTIC APPROACH--FROM SOUNDS TO SCRIPT.
By- HANNA, SAMI A. GREIS, NAGUIB
UTAH UNIV., SALT LAKE CITY, MIDDLE EAST CTR.

PUB DATE MAR 65

EDRS PRICE MF-$0.18 HC-$2.80 70P.

DESCRIPTORS- *ARABIC, *LANGUAGE INSTRUCTION, *WRITTEN LANGUAGE, AUDIOVISUAL AIDS, CAIRENE ARABIC, LINGUISTIC THEORY, READING, SALT LAKE CITY,

THE WRITING AND READING SYSTEM OF ARABIC IS PRESENTED IN A TEXT DEVELOPED ON THE BASIS OF LINGUISTIC THEORY AND THE PEDAGOGY OF TEACHING FOREIGN LANGUAGES. ARABIC WRITING IS RELATED TO ARABIC SOUNDS IN GRADED STEPS. THE ARABIC SOUNDS REPRESENT BOTH MODERN LITERARY ARABIC AND COLLOQUIAL ARABIC, IN THIS CASE THE CAIRENE ARABIC OF EDUCATED EGYPTIANS IN CAIRO. GRAMMATICAL NOTES ARE PROVIDED TO CLARIFY THE RELATIONS BETWEEN STRUCTURE AND SCRIPT. THE TEXT INCLUDES VISUAL AIDS IN THE FORM OF FRAMES AND DIAGRAMS. (KL)

ED 011 111 AL 000 098

ARABIC READING LESSONS, SECOND LEVEL.
By- HANNA, SAMI A.
UTAH UNIV., SALT LAKE CITY, MIDDLE EAST CTR.

PUB DATE 64

EDRS PRICE MF-$0.36 HC-$8.52 213P.

DESCRIPTORS- *ARABIC, *LANGUAGE INSTRUCTION, *READING MATERIALS, GRAMMAR, PATTERN DRILLS (LANGUAGE), SALT LAKE CITY,

THIS READING COURSE IS INTENDED FOR STUDENTS WHO HAVE FINISHED AN INTRODUCTORY COURSE IN ARABIC. NEW MATERIAL IS INTRODUCED WITH PARALLEL ENGLISH TEXT, AND PATTERN DRILLS ARE USED IN THE EXERCISES. THE FUNCTIONS OF THE NOUN, THE VERB, THE HAMZA, AND CERTAIN PARTICLES ARE DESCRIBED, WITH EXAMPLES. (KL)

ED 011 112 AL 000 099

ABLAUT IN GERMAN STRONG VERBS.
BY- ROSS, JOHN ROBERT
EDRS PRICE MF-$0.18 HC-$3.76 94P.

DESCRIPTORS- *GERMAN, *TRANSFORMATION THEORY (LANGUAGE), *VERBS, MORPHOLOGY (LANGUAGES), PHONOLOGY, SYNTAX,

AN ANALYSIS OF ABLAUT IN GERMAN VERBS IS DEVELOPED WITHIN THE FRAMEWORK OF TRANSFORMATIONAL GENERATIVE GRAMMAR. THE HYPOTHESIS STATES THAT IF A VERB STEM IS KNOWN NOT TO BE REGULAR, THE TYPE OF ABLAUT IT UNDERGOES CAN TO A LARGE EXTENT BE PREDICTED ON THE BASIS OF SYNTACTIC OR PHONOLOGICAL FEATURES. THE FORMS ACCOUNTED FOR ARE ALL THE IRREGULAR VERB STEMS ON PAGES 805-812 IN "CASSELL'S NEW GERMAN AND ENGLISH DICTIONARY," (1939 EDITION). HALLE'S THEORY OF PHONOLOGY IS USED , AS WELL AS CHOMSKY'S NOTION OF THE COMPLEX SYMBOL. TYPES OF ABLAUT ARE EXAMINED AND A SYSTEM OF FEATURES IS DEVELOPED TO CLASSIFY THE PRINCIPAL PARTS OF THE VERBS. (KL)

ED 011 113 AL 000 101

ENGLISH / PIDGIN-ENGLISH (WES-KOS), PRELIMINARY GLOSSARY.
BY- SCHNEIDER, GILBERT D.
OHIO UNIV. ATHENS, CTR. FOR INTERNATIONAL STUDIES
PUB DATE OCT 65
EDRS PRICE MF-$0.18 HC-$3.08 77P.

DESCRIPTORS- *ENGLISH, *GLOSSARIES, ATHENS, INSTRUCTIONAL MATERIALS, PIDGIN ENGLISH (WES KOS), PIDGINS, WEST AFRICA,

THIS PRELIMINARY GLOSSARY OF ENGLISH / PIDGIN-ENGLISH (WES-KOS) HAS BEEN USED IN PEACE CORPS TRAINING PROGRAMS. WES-KOS (IN USE SINCE THE 18TH CENTURY) IS USED THROUGHOUT WEST AFRICA, HOWEVER THE GLOSSES IN THIS TEXT ARE THE COMMON CULTURAL-LINGUISTIC EQUIVALENTS USED IN WEST CAMEROON AND EASTERN NIGERIA. A BRIEF STATEMENT IS GIVEN IN THE INTRODUCTION ON THE DEVELOPMENT OF WES-KOS PHONOLOGY FROM ENGLISH. (KL)

ED 011 114 AL 000 106

PARSING BY MATRIX--A DEVELOPMENT IN SYNTACTIC ANALYSIS OF RUSSIAN. RESEARCH IN MACHINE TRANSLATION.
BY- STEIGER, AMELIA JANIOTIS
WAYNE STATE UNIV., DETROIT, MICH.
PUB DATE 31 AUG 66
EDRS PRICE MF-$0.18 HC-$2.76 69P.

DESCRIPTORS- *MACHINE TRANSLATION, *RUSSIAN, *SYNTAX, COMPUTATIONAL LINGUISTICS, COMPUTER PROGRAMS, DETROIT, FULCRUM TECHNIQUE, HYPERPARSE, MACHINE TRANSLATION, MT PROJECT, PARSE,

RESEARCH IN SYNTACTIC ANALYSIS OF RUSSIAN, WHICH WAS DEVELOPED IN A PROGRAM FOR COMPUTER-AIDED RUSSIAN-ENGLISH TRANSLATION, IS DESCRIBED. THE CORPUS CONSISTED OF 15 RUSSIAN MATHEMATICAL ARTICLES. THE THEORY USED IS THE "FULCRUM" APPROACH OF BUNKER-RAMO, BUT THE COMPUTER IMPLEMENTATION HAS DEVELOPED ALONG DISTINCT LINES. THREE TYPES OF SYNTACTIC ROUTINES ARE DESCRIBED IN THE ORDER OF THEIR APPLICATION--BLOCKING ROUTINES, PROFILING, AND PARSING (PARSE, HYPERPARSE). ALTHOUGH THE IMPROVED PARSING ROUTINE, HYPERPARSE, AND THE AUXILIARY DICTIONARY USED WITH IT ARE A FIRST APPROXIMATION TO SATISFACTORY LANGUAGE TRANSFER, ADDITIONAL CODING IS NEEDED FOR IMPROVED QUALITY OF TRANSLATION. (KL)

ED 011 115 AL 000 112

THE EVALUATION OF SELF-INSTRUCTIONAL FOREIGN LANGUAGE COURSES.
BY- ROCKLYN, EUGENE H.
PUB DATE APR 64
EDRS PRICE MF-$0.09 HC-$0.68 17P.

DESCRIPTORS- *LANGUAGE INSTRUCTION, *PROGRAM EFFECTIVENESS, EVALUATION TECHNIQUES, PROGRAMED INSTRUCTION, SAN ANTONIO,

CRITERIA FOR THE EVALUATION OF SELF-INSTRUCTIONAL LANGUAGE COURSES ARE DISCUSSED IN THIS PAPER. EXAMPLES ARE BASED ON A RUSSIAN COURSE DEVELOPED BY THE AUTHOR UNDER THE CONTACT CONTRACT. TEN CRITERIA ARE IDENTIFIED, THE THREE MOST BASIC OF WHICH ARE THE FOLLOWING--ARE THE TERMINAL OBJECTIVES MET; DO THE STUDENTS IN THE EVALUATION STUDY REPRESENT THE POTENTIAL STUDENT BODY FOR THE COURSE; IS THE COURSE COMPLETELY SELF-INSTRUCTIONAL. THE OTHER CRITERIA ARE CONSUMER-DIRECTED AND INVOLVE SUCH CONSIDERATIONS AS THE COST AND TIME FACTORS FOR THE PROGRAM. THIS PAPER WAS TO BE PRESENTED AT THE ANNUAL CONVENTION OF THE NATIONAL SOCIETY FOR PROGRAMED INSTRUCTION (SAN ANTONIO, APRIL 1-4, 1964). (RS)

ED 011 116 AL 000 114

A PRINCIPLE GOVERNING DELETION IN ENGLISH SENTENTIAL COMPLEMENTATION.
BY- ROSENBAUM, PETER S.
INTERNATIONAL BUSINESS MACHINES CORP.
REPORT NUMBER RC-1519 PUB DATE 22 DEC 65
EDRS PRICE MF-$0.09 HC-$0.52 13P.

DESCRIPTORS- *ENGLISH, *SYNTAX, *TRANSFORMATION THEORY (LANGUAGE), LINGUISTIC THEORY, NOUN PHRASES, PHRASE STRUCTURE, SENTENCES, TRANSFORMATIONS, YORKTOWN HEIGHTS,

A CHARACTERISTIC PROPERTY OF CERTAIN TYPES OF SENTENCE EMBEDDING IN ENGLISH IS THE DELETION OF THE INITIAL NOUN PHRASE OF THE EMBEDDED SENTENCE WHEN THE NOUN PHRASE IS IDENTICAL TO SOME NOUN PHRASE IN THE MAIN SENTENCE. EXAMPLES OF THIS PHENOMENON ARE SENTENCES LIKE "JOHN CONDESCENDED TO GO" AND "JOHN DEFIED BILL TO GO." BECAUSE THE DISTRIBUTION OF THE RELEVANT NOUN PHRASE IN THE MAIN SENTENCE WITH RESPECT TO THE EMBEDDED SENTENCE VARIES, THE DELETION CANNOT EASILY BE SPECIFIED IN TERMS OF A SINGLE TRANSFORMATION. THE PRINCIPLE OF MINIMAL DISTANCE IS ADVANCED TO EXPLAIN NOUN PHRASE

ALONE, PRENEUTRAL POSITION, NEUTRAL BEHAVIOR, AND THE EFFECTS OF PRE- AND POST-TONE POSITION ON COUPLETS. (IT)

ED 011 107 AL 000 057

SEMANTIC SATIATION AND COGNITIVE DYNAMICS.
By- JAKOBOVITS, LEON A.

PUB DATE 4 SEP 66

EDRS PRICE MF-$0.09 HC-$0.64 16P.

DESCRIPTORS- *COGNITIVE PROCESSES, *PSYCHOLINGUISTICS, *RETENTION, *SEMANTICS, NEW YORK CITY, PSYCHOMETRICS, RETENTION STUDIES,

CONDITIONS OF SEMANTIC SATIATION WERE INVESTIGATED, WHICH LEAD TO "LAPSE OF MEANING" IN THE PRESENCE OF VERBAL REPETITION. RATE AND AMOUNT OF REPETITION AFFECT THE SHAPE OF THE MEANING CURVE, AND VERBAL REPETITION OF A DETERMINED AMOUNT AND RATE MAY GENERATE VARYING AMOUNTS OF REACTIVE INHIBITION WHEN INDIVIDUAL DIFFERENCES ARE CONSIDERED. THE PROBLEM WAS ONE OF SPECIFYING THE CONDITIONS UNDER WHICH SATIATION AND GENERATION WILL OCCUR, AND TO EXPLAIN WHY IN A THEORETICALLY CONSISTENT FASHION. SEMANTIC SATIATION IS ASSUMED TO BE MEDIATED BY SUSCEPTIBILITY TO CORTICAL FATIGUE AND BY THE CHARACTERISTIC RATE OF OSCILLATION OF THE INDIVIDUAL'S ATTENTIVE PROCESS. AGE AND INTELLIGENCE ARE LIKELY CORRELATES OF THE ATTENTIVE OSCILLATION RATE. THE EFFECTS OF SEMANTIC SATIATION IN COGNITIVE PROCESSES SUCH AS PROBLEM SOLVING, CONCEPT FORMATION, AND VERBAL LEARNING LEAD TO THE CONCLUSION THAT A GENERAL AND BASIC CHARACTERISTIC OF CORTICAL ACTIVITY IN MENTAL PROCESSES IS INVOLVED. THIS PAPER WAS PRESENTED AT THE ANNUAL CONVENTION OF THE AMERICAN PSYCHOLOGICAL ASSOCIATION (NEW YORK, SEPTEMBER 4, 1966). (KL)

ED 011 108 AL 000 087

THE STRATEGY OF THE TOTAL PHYSICAL RESPONSE--AN APPLICATION TO LEARNING JAPANESE.
By- KUNIHIRA, SHIROU ASHER, JAMES J.

PUB DATE 65

EDRS PRICE MF-$0.09 HC-$0.40 10P.

DESCRIPTORS- *EXPERIMENTAL TEACHING, *JAPANESE, *LANGUAGE FLUENCY, *LANGUAGE INSTRUCTION, COLLEGE STUDENTS, LEARNING,

AN EXPERIMENT WAS DEVISED TO TEST ASHER'S HYPOTHESIS OF A TOTAL PHYSICAL RESPONSE, WHICH STATES THAT LISTENING COMPREHENSION FOR A FOREIGN LANGUAGE CAN BE ACCELERATED IF STUDENTS ARE REQUIRED TO EMIT A RESPONSE WITH THE ENTIRE BODY. THE SUBJECTS WERE 89 COLLEGE STUDENTS WHO HAD NO PRIOR KNOWLEDGE OF JAPANESE, NO FLUENCY IN A LANGUAGE OTHER THAN ENGLISH, AND WHO WERE NOT LANGUAGE MAJORS IN COLLEGE. THE 67 WHO COMPLETED THE TRAINING WERE HOMOGENEOUS IN LANGUAGE-LEARNING ABILITY, AS EVIDENCED BY TESTS GIVEN BEFORE THE STUDY. THE EXPERIMENTAL GROUP WAS INSTRUCTED THAT A VOICE ON A TAPE WOULD GIVE A COMMAND IN JAPANESE. WHEN THE SUBJECTS HEARD THE UTTERANCE, THEY WERE TO IMITATE THE ACTIONS OF THE INSTRUCTOR IN THE CLASSROOM. THE THREE CONTROL GROUPS LISTENED TO THE SAME COMMANDS BUT RESPONDED BY (1) WATCHING THE INSTRUCTOR, (2) LISTENING TO AN ENGLISH TRANSLATION, AND (3) READING AN ENGLISH TRANSLATION. THE RETENTION OF THE EXPERIMENTAL GROUP TENDED TO BE HIGH AND SIGNIFICANTLY BETTER THAN THAT OF THE CONTROL GROUPS. THE RESULTS ALSO INDICATED THAT THIS STRATEGY PERMITS THE STUDENT TO HAVE EXTREMELY HIGH LISTENING COMPREHENSION FOR NOVEL UTTERANCES, WHICH HAS IMPORTANT IMPLICATIONS FOR LANGUAGE LEARNING. THIS ARTICLE IS PUBLISHED IN THE "INTERNATIONAL REVIEW OF APPLIED LINGUISTICS," VOLUME 3, NUMBER 4, 1965. (KL)

ED 011 109 AL 000 071

PAPERS OF THE ARABIC TEACHERS' WORKSHOP (ANN ARBOR, JUNE 8-18, 1965).
CENTER FOR APPLIED LINGUISTICS, WASHINGTON, D.C.

PUB DATE DEC 65

EDRS PRICE MF-$0.09 HC-$0.76 19P.

DESCRIPTORS- *ARABIC, *LANGUAGE INSTRUCTION, *METHODOLOGY, BIBLIOGRAPHIES, DIALECTS, DIGLOSSIA, DISTRICT OF COLUMBIA, INSTRUCTIONAL MATERIALS, LANGUAGE SKILLS, SOCIOLINGUISTICS,

THIS REPORT IS BASED ON PAPERS GIVEN AT THE ARABIC TEACHERS' WORKSHOP HELD IN ANN ARBOR, MICHIGAN, JUNE 8-18, 1965. THE REPORT IS DIVIDED INTO THREE PARTS--(1) METHODS OF TEACHING MODERN STANDARD ARABIC, (2) CONTENT OF ELEMENTARY ARABIC INSTRUCTION, (3) SELECTIVE LIST OF INSTRUCTIONAL MATERIALS FOR MODERN STANDARD ARABIC. THE SPECIAL PROBLEMS OF ARABIC FOR THE AMERICAN LEARNER ARE DISCUSSED. GENERAL PRINCIPLES ARE LISTED WHICH SHOULD UNDERLIE ALL INSTRUCTIONAL APPROACHES--EARLY AND CONTINUING EMPHASIS ON PRONUNCIATION, LIMITED USE OF A TRANSLITERATION SYSTEM, EXTENSIVE USE OF DRILLS, USING PHRASES AND SENTENCES, MINIMAL USE OF ENGLISH, NO USE OF MODERN STANDARD ARABIC FORMS EXCEPT WHERE APPROPRIATE TO THE SITUATIONS AND SUBJECTS. THE FIRST LEVELS (200 WORDS) OF INSTRUCTION SHOULD AIM AT MASTERY OF A CORE VOCABULARY CONTROL OF THE BASIC LANGUAGE STRUCTURE AND RELATED SKILLS AND INFORMATION. A SELECTIVE LIST OF INSTRUCTIONAL MATERIALS INCLUDES MATERIALS ON WRITING, TEXTBOOKS, DICTIONAIRES, AND AUDIOVISUAL AIDS. (IT)

ED 011 110 AL 000 097

WRITING ARABIC, A LINGUISTIC APPROACH--FROM SOUNDS TO SCRIPT.
By- HANNA, SAMI A. GREIS, NAGUIB
UTAH UNIV., SALT LAKE CITY, MIDDLE EAST CTR.

PUB DATE MAR 65

EDRS PRICE MF-$0.18 HC-$2.80 70P.

DESCRIPTORS- *ARABIC, *LANGUAGE INSTRUCTION, *WRITTEN LANGUAGE, AUDIOVISUAL AIDS, CAIRENE ARABIC, LINGUISTIC THEORY, READING, SALT LAKE CITY,

THE WRITING AND READING SYSTEM OF ARABIC IS PRESENTED IN A TEXT DEVELOPED ON THE BASIS OF LINGUISTIC THEORY AND THE PEDAGOGY OF TEACHING FOREIGN LANGUAGES. ARABIC WRITING IS RELATED TO ARABIC SOUNDS IN GRADED STEPS. THE ARABIC SOUNDS REPRESENT BOTH MODERN LITERARY ARABIC AND COLLOQUIAL ARABIC, IN THIS CASE THE CAIRENE ARABIC OF EDUCATED EGYPTIANS IN CAIRO. GRAMMATICAL NOTES ARE PROVIDED TO CLARIFY THE RELATIONS BETWEEN STRUCTURE AND SCRIPT. THE TEXT INCLUDES VISUAL AIDS IN THE FORM OF FRAMES AND DIAGRAMS. (KL)

ED 011 111 AL 000 098

ARABIC READING LESSONS, SECOND LEVEL.
By- HANNA, SAMI A.
UTAH UNIV., SALT LAKE CITY, MIDDLE EAST CTR.

PUB DATE 64

EDRS PRICE MF-$0.36 HC-$8.52 213P.

DESCRIPTORS- *ARABIC, *LANGUAGE INSTRUCTION, *READING MATERIALS, GRAMMAR, PATTERN DRILLS (LANGUAGE), SALT LAKE CITY,

THIS READING COURSE IS INTENDED FOR STUDENTS WHO HAVE FINISHED AN INTRODUCTORY COURSE IN ARABIC. NEW MATERIAL IS INTRODUCED WITH PARALLEL ENGLISH TEXT, AND PATTERN DRILLS ARE USED IN THE EXERCISES. THE FUNCTIONS OF THE NOUN, THE VERB, THE HAMZA, AND CERTAIN PARTICLES ARE DESCRIBED, WITH EXAMPLES. (KL)

ED 011 112 AL 000 099

ABLAUT IN GERMAN STRONG VERBS.
BY- ROSS, JOHN ROBERT
EDRS PRICE MF-$0.18 HC-$3.76 84P.

DESCRIPTORS- *GERMAN, *TRANSFORMATION THEORY (LANGUAGE), *VERBS, MORPHOLOGY (LANGUAGES), PHONOLOGY, SYNTAX,

AN ANALYSIS OF ABLAUT IN GERMAN VERBS IS DEVELOPED WITHIN THE FRAMEWORK OF TRANSFORMATIONAL GENERATIVE GRAMMAR. THE HYPOTHESIS STATES THAT IF A VERB STEM IS KNOWN NOT TO BE REGULAR, THE TYPE OF ABLAUT IT UNDERGOES CAN TO A LARGE EXTENT BE PREDICTED ON THE BASIS OF SYNTACTIC OR PHONOLOGICAL FEATURES. THE FORMS ACCOUNTED FOR ARE ALL THE IRREGULAR VERB STEMS ON PAGES 805-812 IN "CASSELL'S NEW GERMAN AND ENGLISH DICTIONARY," (1939 EDITION). HALLE'S THEORY OF PHONOLOGY IS USED , AS WELL AS CHOMSKY'S NOTION OF THE COMPLEX SYMBOL. TYPES OF ABLAUT ARE EXAMINED AND A SYSTEM OF FEATURES IS DEVELOPED TO CLASSIFY THE PRINCIPAL PARTS OF THE VERBS. (KL)

ED 011 113 AL 000 101

ENGLISH / PIDGIN-ENGLISH (WES-KOS), PRELIMINARY GLOSSARY.
BY- SCHNEIDER, GILBERT D.
OHIO UNIV. ATHENS, CTR. FOR INTERNATIONAL STUDIES
PUB DATE OCT 65
EDRS PRICE MF-$0.18 HC-$3.08 77P.

DESCRIPTORS- *ENGLISH, *GLOSSARIES, ATHENS, INSTRUCTIONAL MATERIALS, PIDGIN ENGLISH (WES KOS), PIDGINS, WEST AFRICA,

THIS PRELIMINARY GLOSSARY OF ENGLISH / PIDGIN-ENGLISH (WES-KOS) HAS BEEN USED IN PEACE CORPS TRAINING PROGRAMS. WES-KOS (IN USE SINCE THE 18TH CENTURY) IS USED THROUGHOUT WEST AFRICA, HOWEVER THE GLOSSES IN THIS TEXT ARE THE COMMON CULTURAL-LINGUISTIC EQUIVALENTS USED IN WEST CAMEROON AND EASTERN NIGERIA. A BRIEF STATEMENT IS GIVEN IN THE INTRODUCTION ON THE DEVELOPMENT OF WES-KOS PHONOLOGY FROM ENGLISH. (KL)

ED 011 114 AL 000 106

PARSING BY MATRIX--A DEVELOPMENT IN SYNTACTIC ANALYSIS OF RUSSIAN. RESEARCH IN MACHINE TRANSLATION.
BY- STEIGER, AMELIA JANIOTIS
WAYNE STATE UNIV., DETROIT, MICH.
PUB DATE 31 AUG 66
EDRS PRICE MF-$0.18 HC-$2.76 69P.

DESCRIPTORS- *MACHINE TRANSLATION, *RUSSIAN, *SYNTAX, COMPUTATIONAL LINGUISTICS, COMPUTER PROGRAMS, DETROIT, FULCRUM TECHNIQUE, HYPERPARSE, MACHINE TRANSLATION, MT PROJECT, PARSE,

RESEARCH IN SYNTACTIC ANALYSIS OF RUSSIAN, WHICH WAS DEVELOPED IN A PROGRAM FOR COMPUTER-AIDED RUSSIAN-ENGLISH TRANSLATION, IS DESCRIBED. THE CORPUS CONSISTED OF 15 RUSSIAN MATHEMATICAL ARTICLES. THE THEORY USED IS THE "FULCRUM" APPROACH OF BUNKER-RANO, BUT THE COMPUTER IMPLEMENTATION HAS DEVELOPED ALONG DISTINCT LINES. THREE TYPES OF SYNTACTIC ROUTINES ARE DESCRIBED IN THE ORDER OF THEIR APPLICATION--BLOCKING ROUTINES, PROFILING, AND PARSING (PARSE, HYPERPARSE). ALTHOUGH THE IMPROVED PARSING ROUTINE, HYPERPARSE, AND THE AUXILIARY DICTIONARY USED WITH IT ARE A FIRST APPROXIMATION TO SATISFACTORY LANGUAGE TRANSFER, ADDITIONAL CODING IS NEEDED FOR IMPROVED QUALITY OF TRANSLATION. (KL)

ED 011 115 AL 000 112

THE EVALUATION OF SELF-INSTRUCTIONAL FOREIGN LANGUAGE COURSES.
BY- ROCKLYN, EUGENE H.
PUB DATE APR 64
EDRS PRICE MF-$0.09 HC-$0.68 17P.

DESCRIPTORS- *LANGUAGE INSTRUCTION, *PROGRAM EFFECTIVENESS, EVALUATION TECHNIQUES, PROGRAMED INSTRUCTION, SAN ANTONIO,

CRITERIA FOR THE EVALUATION OF SELF-INSTRUCTIONAL LANGUAGE COURSES ARE DISCUSSED IN THIS PAPER. EXAMPLES ARE BASED ON A RUSSIAN COURSE DEVELOPED BY THE AUTHOR UNDER THE CONTACT CONTRACT. TEN CRITERIA ARE IDENTIFIED, THE THREE MOST BASIC OF WHICH ARE THE FOLLOWING--ARE THE TERMINAL OBJECTIVES MET, DO THE STUDENTS IN THE EVALUATION STUDY REPRESENT THE POTENTIAL STUDENT BODY FOR THE COURSE, IS THE COURSE COMPLETELY SELF-INSTRUCTIONAL. THE OTHER CRITERIA ARE CONSUMER-DIRECTED AND INVOLVE SUCH CONSIDERATIONS AS THE COST AND TIME FACTORS FOR THE PROGRAM. THIS PAPER WAS TO BE PRESENTED AT THE ANNUAL CONVENTION OF THE NATIONAL SOCIETY FOR PROGRAMED INSTRUCTION (SAN ANTONIO, APRIL 1-4, 1964). (RS)

ED 011 116 AL 000 114

A PRINCIPLE GOVERNING DELETION IN ENGLISH SENTENTIAL COMPLEMENTATION.
BY- ROSENBAUM, PETER S.
INTERNATIONAL BUSINESS MACHINES CORP.
REPORT NUMBER RC-1519 PUB DATE 22 DEC 65
EDRS PRICE MF-$0.09 HC-$0.52 13P.

DESCRIPTORS- *ENGLISH, *SYNTAX, *TRANSFORMATION THEORY (LANGUAGE), LINGUISTIC THEORY, NOUN PHRASES, PHRASE STRUCTURE, SENTENCES, TRANSFORMATIONS, YORKTOWN HEIGHTS,

A CHARACTERISTIC PROPERTY OF CERTAIN TYPES OF SENTENCE EMBEDDING IN ENGLISH IS THE DELETION OF THE INITIAL NOUN PHRASE OF THE EMBEDDED SENTENCE WHEN THE NOUN PHRASE IS IDENTICAL TO SOME NOUN PHRASE IN THE MAIN SENTENCE. EXAMPLES OF THIS PHENOMENON ARE SENTENCES LIKE "JOHN CONDESCENDED TO GO" AND "JOHN DEFIED BILL TO GO." BECAUSE THE DISTRIBUTION OF THE RELEVANT NOUN PHRASE IN THE MAIN SENTENCE WITH RESPECT TO THE EMBEDDED SENTENCE VARIES, THE DELETION CANNOT EASILY BE SPECIFIED IN TERMS OF A SINGLE TRANSFORMATION. THE PRINCIPLE OF MINIMAL DISTANCE IS ADVANCED TO EXPLAIN NOUN PHRASE

DELETION IN EMBEDDED SENTENCES AS A SINGLE SYNTACTIC PROCESS. (RL)

ED 011 117 AL 000 200

CHINESE LANGUAGE AND AREA STUDIES IN A UNIVERSITY.

By- HUCKER, CHARLES O.

PUB DATE FEB 67

EDRS PRICE MF-$0.09 HC-$0.28 7P.

DESCRIPTORS- *CHINESE, *GRADUATE STUDY, *LANGUAGE INSTRUCTION, ACCELERATED COURSES, COLLEGE PREPARATION, CURRICULUM GUIDES,

THE AUTHOR STATES THAT ONE OF THE MOST PRESSING PROBLEMS IN THE TEACHING OF CHINESE ON THE GRADUATE LEVEL IS DEFINING THE SCOPE OF THE AREA STUDIES AND DEVELOPING A CORE LANGUAGE PROGRAM THAT WILL BOTH ACCOMODATE THE STUDENT'S ACADEMIC PURPOSE AND USE HIS LANGUAGE PREPARATION. GRADUATE CENTERS SHOULD ENCOURAGE STUDENTS TO STUDY CHINESE FOR COMPREHENSION IN POLITICAL SCIENCE, CHINESE LITERATURE, OR LINGUISTICS, IN ADDITION TO OBTAINING A NATIVE COMMAND OF THE LANGUAGE. EARLY LANGUAGE TRAINING THAT IS EXTREMELY INTENSIVE PRESENTS A CURRICULUM PROBLEM FOR THE GRADUATE SCHOOLS TRYING TO ESTABLISH AN INTEGRATED "AREA STUDIES" PROGRAM. THE AUTHOR FEELS THAT KNOWLEDGE OF A FOREIGN LANGUAGE MUST ULTIMATELY BE A TOOL FOR SOME LARGER ACADEMIC PURPOSE. THIS ARTICLE IS PUBLISHED IN THE "JOURNAL OF THE CHINESE LANGUAGE TEACHERS ASSOCIATION," VOLUME 2, NUMBER 1, FEBRUARY 1967. (FB)

ED 011 118 AL 000 201

ARTICULATION AND LEVELS OF CONTENT IN THE TEACHING OF MODERN SPOKEN CHINESE.

By- HAETH, RUSSELL

PUB DATE FEB 67

EDRS PRICE MF-$0.09 HC-$0.40 10P.

DESCRIPTORS- *LANGUAGE INSTRUCTION, *LANGUAGE PROGRAMS, *MANDARIN CHINESE, *PROGRAM PLANNING,

THE PROBLEM OF ARTICULATION OF A STUDENT TRANSFERRED FROM ANOTHER INSTITUTION TO THE EXISTING SEQUENCE OF INSTRUCTION IN TERMS OF HIS PREVIOUS EXPERIENCE CONFRONTS ALL INSTITUTIONS ENGAGED IN THE TEACHING OF CHINESE. THIS IS THE RESULT OF THE DISINCLINATION OF THE PROFESSION TO AGREE ON WHAT CONSTITUTES THE ELEMENTS OF THE SUBJECT. THE PROBLEM IS EPITOMIZED IN THE PREVALENCE OF AT LEAST FOUR COMMONLY USED SYSTEMS OF PHONETIC TRANSCRIPTION, AND THE LACK OF EXPLICIT AGREEMENT AS TO THE BASIC LINGUISTIC FEATURES OF THE LANGUAGE AND THE SEQUENCE IN WHICH THEY SHOULD BE LEARNED. TWO LEVELS, A AND B, OF LANGUAGE INSTRUCTION WITH CERTAIN REPERTORIES OF LEVEL-DEFINING FEATURES ARE PROPOSED AROUND WHICH SUCH AGREEMENT CAN BE ORGANIZED. A SURVEY IS MADE OF WHAT FEATURES OF PHONOLOGY, MORPHOLOGY, SYNTAX, LEXICON, WRITING SYSTEM, AND SYSTEMS OF TRANSCRIPTION ARE DESIRABLE TO BE LEARNED ON THE TWO LEVELS SUGGESTED, COMBINED WITH PUBLICATIONS WHICH SEEM TO DETAIL THESE FEATURES. A TABLE IS INCLUDED WHICH RECAPITULATES THE INFORMATION SKETCHED CONCERNING THE REPERTORIES OF FEATURES ASSOCIATED WITH LEVEL A AND B. THIS ARTICLE IS PUBLISHED IN THE "JOURNAL OF THE CHINESE LANGUAGE TEACHERS ASSOCIATION," VOLUME 2, NUMBER 1, FEBRUARY 1967. (IT)

ED 011 119 AL 000 217

AN INTRODUCTION TO THE STRUCTURE OF THE CHINESE WRITING SYSTEM.

By- HAETH, RUSSELL

COLUMBIA UNIV., NEW YORK

PUB DATE 63

EDRS PRICE MF-$0.18 HC-$2.48 62P.

DESCRIPTORS- *CHINESE, *INSTRUCTIONAL MATERIALS, *LANGUAGE INSTRUCTION, *ORTHOGRAPHIC SYMBOLS, *STRUCTURAL ANALYSIS, GRAPHEMES, NEW YORK CITY, WRITTEN LANGUAGE,

INSTRUCTIONAL MATERIALS AT THE ELEMENTARY LEVEL OF THE CHINESE WRITING SYSTEM ARE PRESENTED TO TEACH THE STUDENTS (1) HOW CHARACTERS ARE PUT TOGETHER, (2) HOW TO TELL ONE CHARACTER FROM ANOTHER, AND (3) HOW TO ANALYZE NEW CHARACTERS INTO APPROPRIATE CONSTITUENTS FOR PURPOSES OF DICTIONARY SEARCH. THE MATERIALS ARE BASED ON AN IMMEDIATE CONSTITUENT ANALYSIS OF THE CHARACTERS INTO RECURRING PARTIALS AND ARE ORGANIZED INTO UNITS CONTAINING EXPLANATIONS AND DRILLS, BEGINNING WITH THE ULTIMATE CONSTITUENTS OF THE SYSTEM, STROKES, LEADING TO TWO-STROKE COMBINATIONS AND CONSTRUCTS OF HIGHER COMPLEXITY. THE WRITING SYSTEM IS PRESENTED AS A CLOSED SYSTEM, UNRELATED TO THE EXPRESSION SYSTEM OF THE LANGUAGE TO ALLOW EARLY INTRODUCTION OF THE FORMER WITH NO CONFLICT FROM THE LATTER. THE UNITS HAVE BEEN DESIGNED AS OUTSIDE WORK, BUT CLASSROOM EXPLANATION MAY BE REQUIRED FOR CERTAIN DETAILS. (IT)

ED 011 120 AL 000 219

SELECTED TITLES IN SOCIOLINGUISTICS, AN INTERIM BIBLIOGRAPHY OF WORKS ON MULTILINGUALISM, LANGUAGE STANDARDIZATION, AND LANGUAGES OF WIDER COMMUNICATION.

By- PIETRZYK, ALFRED AND OTHERS

CENTER FOR APPLIED LINGUISTICS, WASHINGTON, D.C.

PUB DATE MAY 67

EDRS PRICE MF-$0.36 HC-$9.04 226P.

DESCRIPTORS- *BIBLIOGRAPHIES, *SOCIOLINGUISTICS, DISTRICT OF COLUMBIA, ETHNIC GROUPS, LANGUAGE STANDARDIZATION, LINGUISTICS, MULTILINGUALISM, PIDGINS, SOCIOLINGUISTICS, SOCIOLOGY,

THIS BIBLIOGRAPHY INCLUDES A PRELIMINARY BIBLIOGRAPHY WHICH WAS COMPILED FOR A SOCIOLINGUISTICS SEMINAR HELD AT THE LINGUISTIC INSTITUTE, BLOOMINGTON, INDIANA, IN THE SUMMER OF 1964 AND AN ADDENDUM ADDED IN MAY 1967. THE PRIMARY EMPHASIS IS ON LANGUAGE IN ITS RELATION TO SOCIAL PHENOMENA. THE MAIN AREAS COVERED ARE (1) LANGUAGE AND SOCIETY, (2) MULTILINGUALISM, (3) LANGUAGE STANDARDIZATION, AND (4) LANGUAGE OF WIDER COMMUNICATION. A LISTING OF BIBLIOGRAPHIES RELEVANT TO THE FIELD AND GENERAL REFERENCE WORKS ARE ALSO INCLUDED. ABSTRACTS ARE PROVIDED FOR MOST OF THE ENTRIES. (RS)

ED 011 121 CG 000 029

A VOCATIONAL DEVELOPMENT PROGRAM FOR EMOTIONALLY DISTURBED ADOLESCENTS.

By- FRIEDMAN, SIMON B. SOLOFF, ASHER

JEWISH VOCATIONAL SERV. AND EMPLOY. CTR., CHICAGO

PUB DATE 30 NOV 66

EDRS PRICE MF-$0.09 HC-$0.84 21P.

DESCRIPTORS- *ADOLESCENTS, *EMOTIONALLY DISTURBED, *VOCATIONAL COUNSELING, *VOCATIONAL DEVELOPMENT, BEHAVIOR DEVELOPMENT, CHICAGO, COUNSELORS, DEMONSTRATION PROGRAMS, EXPERIMENTAL PROGRAMS, INTERAGENCY COORDINATION, PHILADELPHIA, STAFF ROLE, WORK EXPERIENCE PROGRAMS,

THIS VOCATIONAL DEVELOPMENT PROGRAM PROVIDED 4 YEARS OF SERVICE FOR EMOTIONALLY DISTURBED ADOLESCENTS WHO WERE ATTENDING SCHOOL AND LIVING IN RESIDENTIAL TREATMENT CENTERS. THE PROGRAM CONSISTED OF A REHABILITATION WORKSHOP, CONCOMITANT VOCATIONAL COUNSELING, AND GROUP VOCATIONAL ORIENTATION SERVICES. IN ADDITION, INDIVIDUAL PROGRAMING PRESENTED THE YOUNGSTERS WITH INCREASINGLY DIFFICULT VOCATIONAL SITUATIONS. CLOSE COORDINATION BETWEEN THE VOCATIONAL SERVICES AND THE THERAPEUTIC PLAN OF TREATMENT IN THE RESIDENTIAL CENTERS WAS EMPHASIZED. TO TEST THE HYPOTHESIS THAT WORK-FOCUSED VOCATIONAL PROGRAMING MAY BE MORE EFFECTIVE IF BEGUN IN EARLY ADOLESCENCE, AN EXPERIMENTAL GROUP (YOUNGSTERS 14 OR 15 YEARS OLD) AND A CONTROL GROUP (YOUNGSTERS BETWEEN 16 AND 18 YEARS OLD) WERE CHOSEN. EVALUATION OF THE PROGRAM WILL BE MADE BY COMPARING THE EXPERIMENTAL AND THE COMPARISON GROUPS ON THE MEASURES ADMINISTERED DURING THE PROGRAM AND ON VOCATIONAL PERFORMANCE OF THE TRAINEES IN THE COMMUNITY AFTER COMPLETING THE PROGRAM. ELEMENTS WHICH SHOULD BE INCORPORATED INTO A VOCATIONAL REHABILITATION PROGRAM ARE IDENTIFIED AND DESCRIBED. THIS PAPER WAS PRESENTED AT THE ASSOCIATION OF REHABILITATION CENTERS CONFERENCE (PHILADELPHIA, NOVEMBER 30, 1966). (PS)

ED 011 122 CG 000 030

THE REHABILITATION OF THE HARD CORE UNEMPLOYED.
BY- WALKER, ROBERT A.
MINNEAPOLIS REHABILITATION CENTER, MINN.

PUB DATE APR 65

EDRS PRICE MF-$0.09 HC-$1.36 34P.

DESCRIPTORS- *MENTAL ILLNESS, *OCCUPATIONAL GUIDANCE, *UNEMPLOYMENT, *VOCATIONAL REHABILITATION, EDUCATIONAL FINANCE, FAMILY LIFE, MINNEAPOLIS, MINNESOTA MULTIPHASIC PERSONALITY INVENTORY, OCCUPATIONAL LEVELS, PSYCHOLOGICAL CHARACTERISTICS, READING LEVELS, SOCIAL CHARACTERISTICS, VOCATIONAL COUNSELING,

THIS REPORT DOCUMENTS THE RESULTS OF A REHABILITATION PROGRAM FOR 170 PERSONS, SELECTED BY THE STATE EMPLOYMENT SERVICE, WHO SUFFERED FROM SEVERE AND CHRONIC UNEMPLOYMENT (HARD-CORE UNEMPLOYED). THE DEMOGRAPHIC VARIABLES, PSYCHOLOGICAL AND SOCIAL CHARACTERISTICS, EMPLOYMENT HISTORY, ETC., WHICH WERE GATHERED THROUGH TESTING AND INTERVIEWS INDICATED THAT CHRONIC UNEMPLOYMENT IS A SYMPTOM OF DEEPER PSYCHOLOGICAL PROBLEMS. A SPECIAL GROUP ANALYSIS DESCRIBES THE CHARACTERISTICS OF GROUPS OF TRAINEES WHO WERE CATEGORIZED ON THE BASIS OF CERTAIN OUTCOMES ("NO SHOWS," DROPOUTS, UNEMPLOYABLES, ETC.) AND GIVES AN UNDERSTANDING OF THE NATURE OF THESE GROUPS AS AN AID IN THE SELECTION OF POTENTIAL TRAINEES. THE SERVICES OFFERED BY THE CENTER AND THE OBJECTIVES OF THE PROGRAM ARE OUTLINED. TO MEASURE THE EFFECTIVENESS OF THE PROGRAM, THE CENTER STUDIED THE EMPLOYMENT RATES, THE LEVEL OF JOBS ATTAINED, AND THE COSTS OF THE PROGRAM. (PS)

ED 011 123 CG 000 048

PILOT PROJECT IN ELEMENTARY SCHOOL GUIDANCE, 1965-66.
BY- JOHNSON, ADNA AND OTHERS
CHATHAM COUNTY SCHOOL DISTRICT, SAVANNAH, GA.

PUB DATE 66

EDRS PRICE MF-$0.18 HC-$4.60 115P.

DESCRIPTORS- *ELEMENTARY SCHOOL GUIDANCE, *INSERVICE TEACHER EDUCATION, *PILOT PROJECTS, *PROGRAM DEVELOPMENT, *PROGRAM EVALUATION, COMMUNITY EDUCATION, GROUP COUNSELING, PARENT CONFERENCES, READING TESTS, ROHANA RILEY ELEMENTARY SCHOOL, SAVANNAH, STUDENT CHARACTERISTICS, TESTING PROGRAMS,

A COMPLETE REVIEW OF AN ELEMENTARY SCHOOL GUIDANCE PILOT PROJECT IN SAVANNAH, GEORGIA, WAS PRESENTED. TWO CITY ELEMENTARY SCHOOLS IN INTEGRATED, DISADVANTAGED AREAS WERE SELECTED. PREPLANNING OF THE DUTIES OF THE GUIDANCE COUNSELOR, GOALS OF THE PILOT PROGRAMS, AND EDUCATION OF TEACHERS AND COMMUNITY WERE COMPLETED. GUIDELINES ON ANECDOTAL RECORD KEEPING, THE GROWTH AND DEVELOPMENT LEVELS OF PUPILS, AND TEACHER-COUNSELOR ROLES WERE GIVEN. INSERVICE MEETINGS FOR TEACHERS WHICH WERE HELD TWICE A MONTH WERE DESCRIBED AND EVALUATED. ONE SECTION OF THE REPORT PRESENTS A TAPE OF INDIVIDUAL COUNSELING WITH A SIXTH GRADE BOY; AN ACCOUNT OF ANOTHER INTERVIEW; AND A DESCRIPTION OF THE GROUP COUNSELING HELD WITH STUDENTS AT VARIOUS GRADE LEVELS. EXAMPLES OF THE MEANS BY WHICH THE ELEMENTARY COUNSELOR'S ROLE AND GUIDANCE VIEWPOINT WERE CONVEYED TO LOCAL COMMUNITY GROUPS AND OTHER SCHOOL PERSONNEL WERE GIVEN. ONE STUDY WHICH WAS UNDERTAKEN DURING THE YEAR WAS ON READING TESTS WITH FIRST GRADERS. PRELIMINARY RESULTS SHOWED THE METROPOLITAN READING TESTS TO BE AN UNRELIABLE INSTRUMENT FOR USE WITH DISADVANTAGED CHILDREN. PLANS WERE MADE FOR FURTHER STUDY. THE REVIEW CONTAINED A THOROUGH EVALUATION OF EACH ASPECT OF THE PILOT PROGRAM AND THE PLANS FOR FUTURE MODIFICATIONS. (NS)

ED 011 124 CG 000 046

COUNSELING, INSTRUCTIONAL PROGRAMS FOR INTELLECTUALLY GIFTED STUDENTS.
BY- BACHTOLD, LOUISE M.
CALIFORNIA STATE DEPT. OF EDUCATION, SACRAMENTO

PUB DATE 66

EDRS PRICE MF-$0.18 HC-$4.48 112P.

DESCRIPTORS- *COUNSELING INSTRUCTIONAL PROGRAMS, *EXPERIMENTAL PROGRAMS, *GIFTED, *GROUP COUNSELING, *PROGRAM DEVELOPMENT, ENGLISH, INSERVICE TEACHER EDUCATION, JUNIOR HIGH SCHOOLS, PROGRAM EVALUATION, PROJECT TALENT, SACRAMENTO, SOCIAL STUDIES,

AS ONE PART OF THE 3-YEAR PROGRAM OF PROJECT TALENT, A COUNSELING INSTRUCTIONAL PROGRAM WAS DEVELOPED IN THE SAN JUAN, CALIFORNIA, UNIFIED SCHOOL DISTRICT. THE INTELLECTUALLY GIFTED (THE TOP 2 PERCENT ON ACHIEVEMENT AND ABILITY TESTS) IN GRADES 7, 8, AND 9 WERE PLACED IN THIS EXPERIMENTAL PROGRAM. BOTH COGNITIVE AND AFFECTIVE OBJECTIVES WERE SET UP FOR THE SMALL GROUP COUNSELING SESSIONS, AND ENGLISH AND SOCIAL STUDIES CLASSES. SMALL GROUPS OF EIGHT TO 10 STUDENTS MET ONCE EVERY 2 WEEKS WITH A COUNSELOR. THE COUNSELORS AND THE TEACHERS OF THE ENGLISH AND SOCIAL STUDIES CLASSES PLANNED COORDINATED ACTIVITIES FOR THE SMALL GROUPS AND

CLASSWORK WHICH WOULD LEAD TO INTELLECTUAL AND SOCIAL GROWTH. MANY OF THESE ACTIVITIES WERE DETAILED IN THE REPORT. INSERVICE TRAINING AND PROGRAM PLANNING CONTINUED THROUGHOUT THE YEAR. IT WAS DECIDED THAT EVALUATION OF THE PROGRAM COULD BEST BE DONE BY ATTEMPTING TO MEASURE THE AMOUNT OF STUDENT GROWTH IN LINE WITH PROGRAM OBJECTIVES. RATING SHEETS ON THE FEELINGS AND ATTITUDES OF ALL THOSE INVOLVED, DETAILED CASE STUDIES, AND STUDENT SELF-EVALUATION FORMS WERE USED. THE PROGRAM WAS PRESENTED AS AN EXAMPLE OF A MEANS OF INTERRELATING COUNSELING AND CLASSROOM ACTIVITIES WHICH COULD SERVE FOR STUDENTS OTHER THAN THE GIFTED. (NS)

ED 011 125 EA 000 001

A STUDY OF THE EXISTING PRACTICES OF SELECTED COLLEGES AND UNIVERSITIES RELATING TO ACADEMIC RANKING OF ACCOUNTING TEACHING STAFF.

By- CHAPMAN, LOWELL

FERRIS STATE COLL., BIG RAPIDS, MICH.

PUB DATE 66

EDRS PRICE MF-$0.18 HC-$2.76 69P.

DESCRIPTORS- *ACADEMIC RANK (PROFESSIONAL), *ACCOUNTANTS, *CERTIFIED PUBLIC ACCOUNTANTS, *PROFESSORS, *TEACHERS, BACHELORS DEGREES, BIG RAPIDS, BUSINESS EDUCATION, COMPARATIVE ANALYSIS, DOCTORAL DEGREES, MASTERS DEGREES, QUESTIONNAIRES, SURVEYS, TABLES (DATA), TEACHER EXPERIENCE,

A 90 PERCENT RESPONSE FROM 143 RANDOMLY SELECTED COLLEGES AND UNIVERSITIES SHOWED A HIGH DEGREE OF CONSISTENCY IN THEIR ACADEMIC RANKING OF THE ACCOUNTING TEACHING STAFF. THE STUDY SOUGHT TO DETERMINE (1) THE INSTITUTIONS' POLICIES FOR ADVANCEMENT ABOVE THE RANK OF ASSISTANT PROFESSOR, AND (2) WHETHER FACTORS SUCH AS TEACHING EXPERIENCE, PUBLICATIONS, BUSINESS EXPERIENCE, AND ADVANCED GRADUATE STUDY AFFECTED RANK. THE RESULTS SHOWED THAT (1) 81.97 PERCENT OF THE INSTITUTIONS WOULD NOT PROMOTE INDIVIDUALS TO ASSOCIATE PROFESSOR WITH A BACHELOR'S DEGREE PLUS A C.P.A. CERTIFICATE, (2) 73.01 PERCENT WOULD NOT PROMOTE AN INDIVIDUAL TO ASSOCIATE PROFESSOR WITH A MASTER'S DEGREE, (3) 76.66 PERCENT WOULD PROMOTE INDIVIDUALS TO ASSOCIATE PROFESSOR OR PROFESSOR WITH A MASTER'S DEGREE PLUS A C.P.A. CERTIFICATE, (4) 64.23 PERCENT WOULD PROMOTE INDIVIDUALS TO ASSOCIATE PROFESSOR WITH A MASTER'S DEGREE PLUS 45 HOURS TOWARD A DOCTORATE, (5) LITTLE RECOGNITION IS GIVEN FOR WORK EXPERIENCE WITH ACCOUNTING FIRMS OR INDUSTRIAL OR GOVERNMENTAL UNITS, AND (6) TEACHING EXPERIENCE, PUBLICATIONS, AND ADVANCED GRADUATE STUDY INFLUENCED RANK IN THAT ORDER. MAJOR RECOMMENDATIONS WERE THAT MORE RECOGNITION BE GIVEN TO THE C.P.A. CERTIFICATE, AND MORE ADVANCEMENTS TO ASSOCIATE PROFESSOR BE GIVEN TO INDIVIDUALS WITH A MASTER'S DEGREE PLUS 45 HOURS OR A MASTER'S DEGREE PLUS A C.P.A. CERTIFICATE. (HW)

ED 011 126 EA 000 017

INTRA-INSTITUTIONAL ADMINISTRATIVE PROBLEMS--A PARADIGM FOR EMPLOYEE STIMULATION.

By- CLELAND, CHARLES C. PECK, ROBERT F.

PUB DATE MAY 66

EDRS PRICE MF-$0.09 HC-$0.72 18P.

DESCRIPTORS- *ATTENDANTS, *INSTITUTIONAL ENVIRONMENT, *MENTAL RETARDATION, *SOCIAL DISADVANTAGEMENT, *STAFF IMPROVEMENT, AMERICAN ASSN. ON MENTAL DEFICIENCY, CHICAGO, STAFF ROLE,

TO DEVELOP A PROPOSAL FOR POSITIVE EMPLOYEE STIMULATION, A STUDY WAS MADE OF MOTIVATIONAL FACTORS AMONG ATTENDANTS AT INSTITUTIONS FOR MENTAL RETARDATES. ATTENDANTS AT SUCH INSTITUTIONS ARE SUBJECTED TO A GREATER AMOUNT OF CULTURE SHOCK AND SOCIAL DEPRIVATION THAN OTHER EMPLOYEES. OVER LONG PERIODS OF TIME THIS CAUSES A DETERIORATION OF ATTENDANTS' ATTITUDES, ESPECIALLY TOWARD MORE SERIOUSLY RETARDED PATIENTS. A SUGGESTED PROCEDURE FOR IMPROVED NEED-SATISFACTION OF ATTENDANTS AND CONSEQUENT IMPROVED WELFARE OF PATIENTS INCLUDES THE FOLLOWING COMPONENTS--(1) STUDY OR TEACHING SABBATICALS FOR ATTENDANTS, (2) JOB ROTATION WITHIN THE INSTITUTION FOR ATTENDANTS, (3) ASSISTANCE FROM PROFESSIONAL BEHAVIORAL SCIENCE CONSULTANTS IN TRAINING PROGRAMS FOR ATTENDANTS, (4) A TRAINING AND OBSERVATION WARD FOR ATTENDANT LEARNING, (5) SEMIANNUAL CONFERENCES FOR ADMINISTRATIVE AND STAFF PERSONNEL, AND (6) A GIFT-OF-THE-MONTH PROGRAM, FROM ATTENDANT TO RETARDATE, ALLOWING ATTENDANT TO ASSUME ROLE OF PARENT, AND PATIENT TO RETAIN POSITIVE MEMORY OF GIFT GIVER. THIS PAPER WAS PRESENTED AT THE ANNUAL MEETING OF THE AMERICAN ASSOCIATION ON MENTAL DEFICIENCY (90TH, CHICAGO, MAY 1966). (PP)

ED 011 127 EA 000 093

THE EDUCATIONAL PARK, THE MIDDLE SCHOOL--A REPORT ON MATERIAL ON FILE IN THE BERKELEY UNIFIED SCHOOL DISTRICT RESEARCH OFFICE AND SOME ADDITIONAL SOURCES FROM THE BERKELEY SCHOOLS' PROFESSIONAL LIBRARY. (TITLE SUPPLIED)

By- DUNN, SUSAN V.

PUB DATE SEP 66

EDRS PRICE MF-$0.09 HC-$2.08 52P.

DESCRIPTORS- *EDUCATIONAL FACILITIES, *INSTRUCTIONAL INNOVATION, *MIDDLE SCHOOLS, BERKELEY, BIBLIOGRAPHIES, DECENTRALIZED SCHOOL DESIGN, GRADE ORGANIZATION, JUNIOR HIGH SCHOOLS, POPULATION TRENDS, SCHOOL BUILDINGS, SCHOOL INTEGRATION, SCHOOL SIZE, STUDENT TRANSPORTATION,

A REVIEW OF LITERATURE OUTLINING THE MAIN ADVANTAGES AND DISADVANTAGES OF EDUCATIONAL PARKS AND MIDDLE SCHOOLS IS PRESENTED. EDUCATIONAL PARKS ARE DISTINGUISHED BY THEIR LARGE SIZE (FROM 10,000 TO 25,000 STUDENTS), CENTRAL LOCATION, ADMINISTRATIVE CENTRALIZATION, AND DECENTRALIZED SCHOOL DESIGN. THE ADVANTAGES OF EDUCATIONAL PARKS INCLUDE (1) A PARTIAL SOLUTION TO DE FACTO SEGREGATION, (2) REDUCTION IN THE COST AND COMPLEXITY OF EDUCATIONAL FACILITIES, AND (3) BETTER ACCOMMODATION OF LOCAL POPULATION SHIFTS. DISADVANTAGES INCLUDE (1) LARGE SIZE, (2) IMPERSONAL ATMOSPHERE, (3) TIGHTER ADMINISTRATIVE CONTROL, AND (4) COST OF TRANSPORTING STUDENTS FROM NEIGHBORHOOD SCHOOLS. VALUES OF THE MIDDLE SCHOOL (GRADES 5 OR 6 THROUGH 8) INCLUDE (1) IMPROVED TRANSITION FROM ELEMENTARY TO HIGH SCHOOL, (2) A SPECIALLY DESIGNED PROGRAM TO FIT THE NEEDS OF PREADOLESCENTS, AND (3) PROMOTION OF INTEGRATION BY DRAWING STUDENTS FROM A LARGER ATTENDANCE AREA. ANNOTATED BIBLIOGRAPHIES PROVIDE PUBLICATION INFORMATION ON EDUCATIONAL PARKS AND MIDDLE SCHOOLS. (PP)

ED 011 128 EA 000 197

THE STUDY OF FACTORS INFLUENCING COLLEGE GRADING STANDARDS.

By- MILLS, JOHN R. GLADNEY, MARILYN B.

UNIVERSITY SYSTEM OF GEORGIA, ATLANTA
REPORT NUMBER R-BULL-2-66 PUB DATE 25 APR 66
EDRS PRICE MF-$0.09 HC-$0.72 18P.

DESCRIPTORS- *ACADEMIC APTITUDE, *ADMISSION CRITERIA, *COLLEGES, *DORMITORIES, *GRADING, ADAPTATION LEVEL THEORY, ATLANTA, COLLEGE STUDENTS, STUDENT ENROLLMENT, SURVEYS,

THE STUDY TESTED THE HYPOTHESIS THAT COLLEGE STUDENTS WITH A SPECIFIED AVERAGE ACADEMIC APTITUDE (AAA) LEVEL RECEIVED HIGHER GRADES AS ENROLLMENT INCREASED AND ADMISSION STANDARDS WERE LOWERED TO FILL NEW DORMITORIES. AAA WAS COMPUTED FROM AN ENTERING FRESHMAN'S COMBINED SCHOLASTIC APTITUDE TEST (SAT) VERBAL AND QUANTITIVE SCORES. LOCATING COLLEGES WHICH MET THE CONDITIONS OF THE HYPOTHESIS WAS DIFFICULT. IN THE 140 COLLEGES SURVEYED, ENROLLMENT TENDED TO INCREASE AT ABOUT THE SAME RATE AS ENTERING FRESHMEN AAA--NEW DORMITORY SPACE WAS USED TO REDUCE CROWDING, TO REPLACE OBSOLETE QUARTERS, AND TO HOUSE STUDENTS OTHER THAN FRESHMEN. IN THE SIX COLLEGES USING NEW DORMITORIES FOR FRESHMEN, THE AAA INCREASED IN TWO, REMAINED THE SAME IN TWO, AND DECREASED IN TWO. THE DATA FROM THE LAST TWO COLLEGES, HOWEVER FAILED EITHER TO SUPPORT OR REJECT THE HYPOTHESIS. THE HYPOTHESIS, THEREFORE, WAS REVISED TO EXCLUDE THE HOUSING AND ENROLLMENT VARIABLES. USING THE GULLIKSEN-WILKS ANALYSIS TO TEST THE REVISED HYPOTHESIS ON THE DATA FROM FIVE COLLEGES, THE FINDINGS SUGGESTED THAT (1) GRADING STANDARDS TENDED TO BECOME MORE SEVERE AS AAA INCREASED, (2) ISOLATED AAA INCREASES MIGHT NOT HAVE RESULTED IN OBSERVABLE GRADING STANDARD CHANGES, (3) GRADING STANDARD CHANGES LAGGED BEHIND AAA CHANGES BY 1 YEAR. (JD)

ED 011 129 EA 000 188
FISCAL STRUCTURE OF OKLAHOMA, AN OVERVIEW.
BY- SANDMEYER, ROBERT L.
OKLAHOMA STATE UNIV., STILLWATER, RES. FOUNDATION
PUB DATE SEP 66
EDRS PRICE MF-$0.09 HC-$1.44 36P.

DESCRIPTORS- *FINANCIAL POLICY, *FISCAL CAPACITY, *RESOURCE ALLOCATION, *STATE GOVERNMENT, *TAX EFFORT, CITY GOVERNMENT, EXPENDITURES, FEDERAL GOVERNMENT, FINANCIAL POLICY, INCOME, PUBLIC EDUCATION, PUBLIC HEALTH, STILLWATER, SURVEYS, TAXES, WELFARE,

THE REPORT WAS DIVIDED INTO THREE MAJOR SECTIONS--(1) THE PRODUCTION POSSIBILITY CURVE WAS USED TO DEMONSTRATE THE PROBLEM OF RESOURCE ALLOCATION BETWEEN THE PUBLIC AND PRIVATE SECTORS, (2) STATE AND LOCAL REVENUES WERE EXAMINED IN TERMS OF FISCAL CAPACITY AND TAX EFFORT, AND (3) EXPENDITURES ON SELECTED FUNCTIONS OF GOVERNMENT IN OKLAHOMA WERE COMPARED WITH EXPENDITURES OF SELECTED STATES AND WITH THE NATIONAL AVERAGE. OKLAHOMA WAS FOUND TO HAVE A RELATIVELY LOW FISCAL CAPACITY BUT A STRONG TAX EFFORT. FINDINGS FURTHER INDICATED THAT (1) EXPENDITURES ON EDUCATION WERE BELOW THE AVERAGES FOR THE FOUR-STATE REGION INCLUDING ARIZONA, NEW MEXICO, OKLAHOMA, AND TEXAS AND THE NATION, (2) EXPENDITURES ON HIGHWAYS WERE ABOUT EQUAL TO THE NATIONAL AVERAGE AND SLIGHTLY BELOW THE AVERAGE FOR THE FOUR-STATE REGION, AND (3) PER-CAPITA STATE AND LOCAL EXPENDITURES ON PUBLIC WELFARE WAS HIGH. A MORE THOROUGH STUDY OF THE STATE'S FISCAL STRUCTURE WAS RECOMMENDED. (HW)

ED 011 130 EA 000 211
KENOSHA, WISCONSIN, WHEN COMMUNICATION BETWEEN A FISCALLY DEPENDENT SCHOOL BOARD AND COMMUNITY BREAKS DOWN. REPORT OF AN INVESTIGATION.
BY- BARR, W. MONTFORT AND OTHERS
NATIONAL EDUCATION ASSN., WASHINGTON, D.C.
WISCONSIN EDUCATION ASSN., MADISON
PUB DATE OCT 66
EDRS PRICE MF-$0.09 HC-$1.72 43P.

DESCRIPTORS- *BOARDS OF EDUCATION, *CITY GOVERNMENT, *COMMUNICATION PROBLEMS, DISTRICT OF COLUMBIA, FINANCIAL POLICY, FISCAL CAPACITY, INFORMATION DISSEMINATION, KENOSHA, MADISON, SCHOOL ADMINISTRATION, SCHOOL COMMUNITY RELATIONSHIP, SCHOOL DISTRICT SPENDING, SCHOOL DISTRICTS, SCHOOL SUPPORT,

A SCHOOL BUDGET CONTROVERSY IN KENOSHA, WISCONSIN, STIMULATED AN NEA-WEA SPECIAL COMMITTEE STUDY OF THE CONTROVERSY, THE COMMUNITY, THE CITY GOVERNMENT, AND THE SCHOOL SYSTEM. SCHOOL FINANCES AND THE DEVELOPMENT OF DISAGREEMENT BETWEEN THE BOARD OF EDUCATION AND THE CITY COUNCIL WERE CHRONOLOGICALLY TRACED. COMMUNICATION BREAKDOWN BETWEEN THE BOARD OF EDUCATION AND THE CITY COUNCIL WAS PERCEIVED TO BE THE MAJOR CAUSE OF THE CONTROVERSY. THE SPECIAL COMMITTEE, CENTERING UPON THIS PROBLEM, RECOMMENDED THAT (1) DESTRUCTIVE CRITICISM BETWEEN SCHOOL AND COMMUNITY AGENCIES MUST CEASE, (2) THE CENTRAL ADMINISTRATION, WITH ITS MORE PROFESSIONAL TRAINING, MUST ASSUME FULL RESPONSIBILITY FOR DETERMINING FUNDS NEEDED TO SUPPORT A QUALITY EDUCATION PROGRAM, (3) AN IN-DEPTH STUDY OF DISTRICT NEEDS AND RESOURCES SHOULD BE MADE BY SPECIALISTS, (4) AN ORGANIZED SYSTEM OF INFORMATION DISSEMINATION SHOULD BE ESTABLISHED, (5) WRITTEN POLICIES OF THE BOARD AND THE CENTRAL ADMINISTRATION SHOULD BE REEXAMINED AND SHOULD CLEARLY DELINEATE RESPONSIBILITIES OF THE VARIOUS AGENCIES, (6) A COMMITTEE OF CITIZENS AND OFFICIALS SHOULD EXAMINE RECOMMENDATIONS FOR SCHOOL DISTRICT REORGANIZATION, AND (7) EACH GROUP MUST FULFILL ITS RESPONSIBILITIES AND WORK TO FOSTER GOOD INTERACTION WITH OTHER GROUPS. THE COMMITTEE CONCLUDED THAT KENOSHA CHILDREN WERE RECEIVING ABOVE-AVERAGE EDUCATIONAL OPPORTUNITIES. (HW)

ED 011 131 EA 000 216
TEACHER PREPARATION PROGRAMS AND FIRST-YEAR TEACHER EFFECTIVENESS. FINAL REPORT.
BY- LUND, VICTOR E.
OREGON STATE SYSTEM OF HIGHER EDUCATION, MONMOUTH
REPORT NUMBER R-37 PUB DATE 15 MAR 66
EDRS PRICE MF-$0.09 HC-$0.88 22P.

DESCRIPTORS- *STUDENT TEACHERS, *TEACHER EDUCATION, *TEACHER EVALUATION, *TIME BLOCKS, EDUCATIONAL PROGRAMS, MONMOUTH, QUESTIONNAIRES, STATISTICAL ANALYSIS,

A COMPARATIVE STUDY WAS MADE OF THE EFFECTIVENESS OF TWO TYPES OF TEACHER-TRAINING PROGRAMS INVOLVING 1962 AND 1963 GRADUATES, OF WHOM 242 HAD RECEIVED TRADITIONAL AND RELATIVELY UNCOORDINATED TRAINING AND 79 HAD RECEIVED A NEW INTEGRATED JUNIOR YEAR BLOCK TRAINING, WITH LESS COURSE OVERLAP AND MORE SPECIFIC LABORATORY TEACHING EXPERIENCE. EVALUATION OF THE TWO PROGRAMS INCLUDED RATINGS BY TEACHERS,

PRINCIPALS, AND THE COLLEGE'S FIELD SERVICES COORDINATOR. UNSYSTEMATIZED AND INCOMPLETE DATA RESULTED IN FINDINGS WHICH WERE INDICATIVE BUT NOT CONCLUSIVE. TWENTY-NINE PERCENT OF THE TEACHERS RESPONDED TO THE QUESTIONNAIRE. LESS THAN 45 PERCENT OF THE TEACHERS WERE EVALUATED BY PRINCIPALS. AT THE .05 LEVEL OF SIGNIFICANCE, PRINCIPALS' EVALUATIONS SHOWED A SIGNIFICANT DIFFERENCE IN FAVOR OF BLOCK-TRAINED TEACHERS, BUT THE FIELD SERVICES COORDINATOR'S EVALUATIONS DID NOT REVEAL A SIGNIFICANT DIFFERENCE IN THE OBSERVED EFFECTIVENESS OF ONE PROGRAM OVER THE OTHER. EVALUATION DISCREPANCIES WERE ATTRIBUTED TO PRINCIPAL EVALUATIONS BASED ON A TOTAL YEAR'S PERFORMANCE, WHILE THE FIELD SERVICES COORDINATOR EVALUATIONS WERE BASED ON SPOT OBSERVATION EARLY IN THE YEAR. THE STUDY CONCLUDED THAT (1) NO SIGNIFICANT DIFFERENCE EXISTED BETWEEN SEXES IN TEACHERS' SELF-EVALUATION OF EFFECTIVENESS ATTRIBUTED TO EITHER OF THE PROGRAMS, (2) MALE STUDENTS HAD A TENDENCY TO CHOOSE THE BLOCK PROGRAM, (3) MALE TEACHERS FROM THE BLOCK PROGRAM EVALUATED THEMSELVES HIGHER THAN MALES FROM THE TRADITIONAL PROGRAM, AND (4) NO SELECTIVE PROCESS WAS APPARENT FOR ENROLLING CAPABLE STUDENTS IN EITHER OF THE PROGRAMS. (JK)

ED 011 132 EA 000 242

ON THEIR OWN, A HANDBOOK OF INDEPENDENT STUDY.
By- GLATTHORN, ALLAN A. AND OTHERS
ABINGTON TOWNSHIP SCHOOL DISTRICT, PA.
PUB DATE 66

EDRS PRICE MF-$0.18 HC-$3.52 88P.

DESCRIPTORS- *HIGH SCHOOLS, *INDEPENDENT STUDY, ABINGTON, CURRICULUM, GUIDANCE COUNSELING, HIGH SCHOOL STUDENTS, PROGRAM EVALUATION, QUESTIONNAIRES, REMEDIAL INSTRUCTION, SCHEDULE MODULES, SCHOOL ACTIVITIES, SUPERVISION, SURVEYS, TEACHER ROLE,

THE RESPONSES OF 741 NINTH-GRADE STUDENTS TO THE INDEPENDENT STUDY PROGRAM (ISP) WERE RECORDED FROM HOMEROOM DISCUSSIONS AND THE INDEPENDENT STUDY QUESTIONNAIRE (ISQ). THE ISP PROVIDED TIME BLOCKS, SPECIAL FACILITIES, AND MINIMAL RULES AND REGULATIONS FOR A HIGH SCHOOL STUDENT'S DAY. BASIC CONTENT COURSES (DEPARTMENTAL CENTERS) AND SKILL IMPROVEMENT AREAS (INDEPENDENT STUDY CENTERS) WERE ORGANIZED WITH STRUCTURED AND UNSTRUCTURED LEARNING EXPERIENCES, USING TEACHERS, AIDES, AND STUDENT LEADERS. THE PRINCIPAL SELECTED AND TRAINED A STUDENT DISCUSSION LEADER FOR EACH HOMEROOM. A STUDENT RECORDED SUMMARIZED STUDENT RESPONSES TO EACH DISCUSSION QUESTION AND SUBMITTED A RESUME TO THE PRINCIPAL. THE SUMMARY COMPILED FROM THE RESUMES LISTED (1) THE DISCUSSION QUESTIONS, (2) A CONSENSUS OF STUDENT RESPONSES, AND (3) A SAMPLE OF THE MOST INTERESTING RESPONSES. RESPONSES WERE TABULATED BY (1) FAILURE NOTICES, (2) PERIODS SPENT IN DEPARTMENT CENTERS AND ISP CENTERS, (3) MATERIALS AND EQUIPMENT USED, (4) TYPE OF ISP, AND (5) WEEKLY ATTENDANCE IN EACH CENTER. RECOMMENDATIONS INCLUDED (1) GREATER USE OF THE ISP FOR BASIC COURSE CONTENT, (2) MORE MATERIALS AND EQUIPMENT FOR ISP CENTERS, (3) MORE SPACE FOR ISP CENTERS, AND (4) THE ADDITION OF A FULL-TIME ISP PROGRAM COORDINATOR. THE APPENDIX INCLUDED (1) FORM LETTERS TO STUDENTS AND PARENTS EXPLAINING THE ISP AND SCHEDULING PROCEDURES, (2) STUDENT AND TEACHER ISP GUIDES, (3) TEACHER REPORTING FORMS FOR ISP AND (4) THE ISQ. (JB)

ED 011 133 EA 000 317

HIGH SCHOOLS IN THE SOUTH, A FACT BOOK.
By- MCCLURKIN, W.D.
GEORGE PEABODY COLL. FOR TEACHERS, NASHVILLE, TENN
PUB DATE 66

EDRS PRICE MF-$0.45 HC-$11.40 285P.

DESCRIPTORS- *CURRICULUM, *EDUCATIONAL QUALITY, *GRADE ORGANIZATION, *HIGH SCHOOLS, *STUDENT ENROLLMENT, DEMOGRAPHY, EDUCATIONAL PROGRAMS, NASHVILLE, SMALL SCHOOLS, SOCIOECONOMIC INFLUENCES, SOUTHERN SCHOOLS, SURVEYS, TEACHER CERTIFICATION, TEACHER EXPERIENCE, TEACHER QUALIFICATIONS, TEACHER SALARIES, TEACHING LOAD,

THIS STUDY INVESTIGATED 4,776 HIGH SCHOOLS WITH AN ENROLLMENT OF 2,318,449 STUDENTS, 98,805 CLASSROOM TEACHERS, AND 4,658 PRINCIPALS IN 11 SOUTHERN STATES TO ASSESS THE EFFECTIVENESS OF SECONDARY PUBLIC EDUCATION IN THE REGION. THE INVESTIGATION WAS LIMITED TO OBJECTIVE AND QUANTIFIED DATA ON RECORD IN THE 11 STATE DEPARTMENTS OF EDUCATION REGARDING SCHOOL SIZE, INSTRUCTIONAL PERSONNEL, FINANCE, AND SCHOOL PROGRAMS. THE EFFECTIVENESS OF A SCHOOL DEPENDED UPON ITS ABILITY TO FULFILL THE CRITERIA DETERMINED TO BE INDICATIVE OF EDUCATIONAL EFFECTIVENESS--(1) HIGH SCHOOL TEACHERS SHOULD HOLD AT LEAST A MASTER'S DEGREE AND TEACH SUBJECTS IN WHICH THEY ARE CERTIFIED, (2) HIGH SCHOOL FACULTIES SHOULD BE BALANCED WITH BOTH EXPERIENCED AND INEXPERIENCED MALE AND FEMALE TEACHERS, (3) THE SALARY SCHEDULE SHOULD BE COMPETITIVE WITH OTHER HIGH SCHOOLS IN THE NATION, (4) HIGH SCHOOL SIZE SHOULD RANGE FROM 800 TO 1200 STUDENTS AND CLASS SIZE SHOULD AVERAGE 25 STUDENTS, AND (5) A TEACHING LOAD OF 150 PUPILS PER DAY OR 750 PUPILS PER WEEK SHOULD BE THE MAXIMUM TEACHING LOAD ASSIGNED. THE STUDY INDICATED THAT (1) MEDIAN SOUTHERN HIGH SCHOOLS PROVIDED INSUFFICIENT CURRICULAR OFFERINGS, (2) THE HIGH SCHOOLS VARIED IN SIZE, AND (3) QUALIFICATIONS AND WORKING CONDITIONS OF INSTRUCTIONAL PERSONNEL WERE LOW. STATE AND REGIONAL STATISTICAL DATA ARE INCLUDED IN THE DOCUMENT. THIS DOCUMENT IS ALSO AVAILABLE FROM THE CENTER FOR SOUTHERN EDUCATION STUDIES, BOX 164, GEORGE PEABODY COLLEGE FOR TEACHERS, NASHVILLE, TENNESSEE 37203, FOR $5.00. (GB)

ED 011 134 EA 000 318

SCHOOL SIZE AND PROGRAM QUALITY IN SOUTHERN HIGH SCHOOLS.
By- JACKSON, JOE L.
GEORGE PEABODY COLL. FOR TEACHERS, NASHVILLE, TENN
PUB DATE JAN 66

EDRS PRICE MF-$0.18 HC-$2.60 65P.

DESCRIPTORS- *CURRICULUM, *GRADE ORGANIZATION, *HIGH SCHOOLS, *PROGRAM EVALUATION, *SCHOOL SIZE, CLASS SIZE, EDUCATIONAL QUALITY, NASHVILLE, SCHOOL REDISTRICTING, SECONDARY EDUCATION, SMALL SCHOOLS, SOUTHERN SCHOOLS, SPECIALISTS, STUDENT ENROLLMENT, STUDENT TEACHER RATIO, TEACHER CERTIFICATION, TEACHER EXPERIENCE, TEACHER QUALIFICATIONS, TEACHING LOAD,

SCHOOL SIZE AND ORGANIZATIONAL PATTERNS WERE INVESTIGATED AND DETERMINED TO BE BASIC INFLUENCES AFFECTING THE QUALITY OF SECONDARY EDUCATION IN 11 SOUTHERN STATES. DATA WERE OBTAINED FROM OFFICIAL RECORDS FOR THE 1962-63 SCHOOL YEAR ON FILE IN STATE DEPARTMENTS OF EDUCATION IN EACH

OF THE 11 STATES. DATA AREAS UTILIZED WERE (1) EXTENT OF CURRICULAR OFFERINGS, (2) QUALITY OF INSTRUCTIONAL PERSONNEL, (3) TEACHING LOAD, AND (4) SCHOOL SIZE AND ORGANIZATIONAL PATTERN. THE FINDINGS OF THE STUDY SUGGESTED THAT SCHOOLS WITH AN ENROLLMENT OF UNDER 500 OFFERED FEWER SUBJECT AREAS, FEWER COURSES PER SUBJECT AREA, AND FEWER TOTAL COURSES. TEACHERS IN SCHOOLS WITH AN ENROLLMENT GREATER THAN 500 WERE BETTER TRAINED AND THEIR TEACHING LOAD WAS MORE DESIRABLE. TEACHING EXPERIENCE WAS THE ONLY CRITERION CONSIDERED WHICH DID NOT JUSTIFY THE SUPERIORITY OF LARGE SCHOOLS, SINCE LENGTH OF EXPERIENCE WAS NOT FOUND TO BE RELATED TO SCHOOL SIZE OR ORGANIZATIONAL PATTERN. FINALLY, SCHOOL SIZE AND ORGANIZATIONAL PATTERN WERE INVERSELY RELATED (AS SCHOOL SIZE INCREASED, THE GRADE SPAN OF THE ORGANIZATIONAL PATTERN DECREASED) AND INSTRUCTIONAL PROGRAM ADEQUACY WAS A FUNCTION OF BOTH. THIS DOCUMENT IS ALSO AVAILABLE FROM THE CENTER FOR SOUTHERN EDUCATION STUDIES, BOX 164, GEORGE PEABODY COLLEGE FOR TEACHERS, NASHVILLE, TENNESSEE 37203, FOR $1.50. (GD)

ED 011 135 EA 000 325

A COMPARATIVE STUDY OF INCONSISTENT VOTER BEHAVIOR IN SCHOOL BUDGET ELECTIONS.

BY- SCHOONHOVEN, JOHN VAN PATTERSON, WADE H.
OREGON UNIV., EUGENE

REPORT NUMBER DSSC-VOL-10-NO-5 PUB DATE NOV 66
EDRS PRICE MF-$0.09 HC-$1.72 43P.

DESCRIPTORS- *DEMOGRAPHY, *SCHOOL BUDGET ELECTIONS, *VOTING, AGE, EDUCATIONAL EXPERIMENTS, EUGENE, INCOME, OCCUPATIONS, PORTLAND, QUESTIONNAIRES, SPRINGFIELD,

QUESTIONNAIRES WERE SENT TO A 10 PERCENT SAMPLE OF INCONSISTENT VOTERS IN TWO OREGON PUBLIC SCHOOL DISTRICTS WHO HAD NOT VOTED IN A PREVIOUS, UNSUCCESSFUL SCHOOL BUDGET ELECTION, BUT WHO HAD VOTED IN A SUBSEQUENT SUCCESSFUL ELECTION. DESPITE DEMOGRAPHIC DIFFERENCES BETWEEN THE DISTRICTS IN LEVEL OF SCHOOLING COMPLETED, OCCUPATION, INCOME, PERIOD OF RESIDENCE, POLITICAL AFFILIATION, AND RELIGIOUS PREFERENCE, REASONS FOR VOTING POSITIONS WERE SIMILAR IN BOTH DISTRICTS. APPROXIMATELY THREE-FIFTHS OF THE VOTERS FELT THEIR SUPPORT WAS NEEDED OR RECOGNIZED THE VALUE OF EDUCATION. IN EACH DISTRICT ONE-FOURTH OF THE VOTERS ATTRIBUTED THEIR FAILURE TO VOTE TO FORGETTING OR TO BEING UNAWARE OF THE ELECTION. A MAJORITY IN BOTH DISTRICTS FELT THEY HAD A LEGITIMATE REASON FOR NOT VOTING PREVIOUSLY AND SEEMED DETERMINED TO UTILIZE THEIR VOTE TO AFFECT THE FINAL OUTCOME. STATISTICALLY SIGNIFICANT DIFFERENCES WERE NOTED IN BOTH DISTRICTS BETWEEN POSITIVE VOTING AND VOTERS WITH CHILDREN IN SCHOOL AND MORE COMPLETED YEARS OF SCHOOLING. SIGNIFICANT FINDINGS IN ONE DISTRICT (NOT SUPPORTED BY THE SECOND DISTRICT) RELATED POSITIVE VOTING TO (1) PERSONS UNDER 45 YEARS OF AGE, (2) LEVEL OF OCCUPATIONAL SKILL, (3) SPOUSES AS INCOME PRODUCERS, AND (4) FAMILY INCOMES OVER $5,000. (HH)

ED 011 136 EA 000 332

FINAL REPORT OF THE EDUCATION IMPROVEMENT ADVISORY COMMISSION.

BY- CHERRY, HOWARD
OREGON STATE DEPARTMENT OF EDUCATION, SALEM

PUB DATE 66
EDRS PRICE MF-$0.18 HC-$3.66 98P.

DESCRIPTORS- *EDUCATIONAL IMPROVEMENT, *EDUCATIONAL OBJECTIVES, *OPINIONS, COMMUNITY COLLEGES, DEVELOPMENT, EDUCATIONAL FINANCE, INSERVICE TEACHER EDUCATION, QUESTIONNAIRES, RESEARCH, SALEM, SCHOOL DISTRICTS, SPECIAL EDUCATION, TEACHER EDUCATION, VOCATIONAL EDUCATION,

RECOMMENDATIONS ARE MADE FOR IMPROVEMENT IN EIGHT MAJOR AREAS OF OREGON EDUCATION--(1) SPECIAL EDUCATION, (2) VOCATIONAL EDUCATION, (3) FINANCE, (4) INSERVICE EDUCATION, (5) THE ROLE OF COMMUNITY COLLEGES, (6) RESEARCH AND DEVELOPMENT, (7) SCHOOL DISTRICT ORGANIZATION, AND (8) TEACHER EDUCATION. AN ANALYSIS OF OPINIONNAIRES RECEIVED FROM A REPRESENTATIVE SAMPLE OF THE PEOPLE OF OREGON IS INCLUDED. (HW)

ED 011 137 EA 000 338

SUPERVISED FIELD EXPERIENCE AND INTERNSHIP PROGRAMS IN EDUCATIONAL ADMINISTRATION AND SUPERVISION IN THE CALIFORNIA STATE COLLEGES.

BY- JOHNS, W. LLOYD
SAN FERNANDO VALLEY STATE COLL., NORTHRIDGE, CALIF

PUB DATE 66
EDRS PRICE MF-$0.09 HC-$0.56 14P.

DESCRIPTORS- *ADMINISTRATIVE PERSONNEL, *FIELD EXPERIENCE PROGRAMS, *INTERNSHIPS, *SCHOOL ADMINISTRATION, *SCHOOL SUPERVISION, COLLEGE STUDENTS, COLLEGES, NORTHRIDGE, SURVEYS,

A SURVEY OF EXISTING FIELD EXPERIENCE PROGRAMS IN THE 18 CALIFORNIA STATE COLLEGES WAS CONDUCTED TO IDENTIFY THE CHARACTERISTICS OF A HIGH-QUALITY SUPERVISED FIELD-EXPERIENCE PROGRAM IN EDUCATIONAL ADMINISTRATION AND SUPERVISION. DATA FOR MAJOR FINDINGS WERE COLLECTED FROM (1) A REVIEW OF THE LITERATURE, (2) AN EXAMINATION OF FIELD-EXPERIENCE PROGRAMS IN CALIFORNIA STATE COLLEGES, (3) A SURVEY OF FORMER FIELD-EXPERIENCE STUDENTS, AND (4) APPRAISALS FROM PRACTICING FIELD-EXPERIENCE SUPERVISORS. THE STUDY SUGGESTED THREE GROUPINGS OF THE 40 CRITERIA FOR A HIGH-QUALITY FIELD-EXPERIENCE PROGRAM--(1) ORGANIZATIONAL ASPECTS, INCLUDING COURSE TITLE, LENGTH OF FIELD EXPERIENCE, SCREENING PROCEDURES, FLEXIBILITY OF PROGRAM, APPRAISAL PROCEDURES, AND SUBSEQUENT JOB PLACEMENT, (2) ACTIVITIES OF SUPERVISION, INCLUDING PARTICIPATION IN CURRICULUM DEVELOPMENT, INSTRUCTIONAL METHODS, SCHOOL TESTING, AND PROGRAMS FOR EVALUATION OF PROSPECTIVE TEACHERS, AND (3) ACTIVITIES OF ADMINISTRATION, INCLUDING PARTICIPATION IN ASSIGNING CERTIFIED STAFF, WORKING WITH COUNSELORS, ADMINISTERING EXTRACURRICULAR ACTIVITIES, SCHOOL BUDGETING, AND PUBLIC RELATIONS. (JK)

ED 011 138 EA 000 336

THE EFFECT OF SCHOOL DISTRICT SIZE UPON SCHOOL COSTS, POLICY RECOMMENDATIONS FOR THE STATE OF NEW YORK.

BY- SWANSON, AUSTIN D.
WESTERN NEW YORK SCHOOL STUDY COUNCIL, BUFFALO

PUB DATE 66
EDRS PRICE MF-$0.09 HC-$1.76 44P.

DESCRIPTORS- *AVERAGE DAILY ATTENDANCE, *COSTS, *FINANCIAL NEEDS, *SCHOOL DISTRICTS, *STATE AID, BUFFALO, FISCAL CAPACITY, PROGRAMS, RESEARCH, RURAL SCHOOLS, SCHOOL REDISTRICTING, SCHOOL TAXES, STUDENT ENROLLMENT, SUBURBAN

SCHOOLS, URBAN SCHOOLS,

THE EFFECT OF SCHOOL DISTRICT SIZE UPON SCHOOL COSTS WAS INVESTIGATED. FINDINGS INDICATED THAT (1) THE SIZE OF THE SCHOOL DISTRICT POPULATION WAS DIRECTLY RELATED TO POTENTIAL EFFICIENCY, (2) VERY SMALL OR VERY LARGE DISTRICTS WERE ADVERSELY AFFECTED BY SIZE, AND (3) DISTRICTS WITH A TOTAL POPULATION BETWEEN 20 AND 50 THOUSAND WERE NOT ADVERSELY AFFECTED. RECOMMENDATIONS WERE THAT (1) GENERAL AID FORMULA CHANGES BE KEPT WITHIN THE SHARED-COST PHILOSOPHY, (2) POORLY ORGANIZED DISTRICTS BE ELIMINATED THROUGH CONSOLIDATION, (3) INTERMEDIATE DISTRICTS BE DEVELOPED, (4) ARTIFICIAL PROPERTY TAX LIMITATIONS IN CITIES BE REMOVED OR ENLARGED, (5) EXISTING DENSITY CORRECTION BE REPLACED WITH THE LINDMAN POPULATION FACTOR, (6) HIGH SCHOOL WEIGHT FACTOR BE REVIEWED, AND (7) SPECIAL AIDS AT 100 PERCENT OF PROGRAM COST BE APPLIED. (HW)

ED 011 139 EA 000 343

AN ANALYSIS OF INTERACTION AMONG PRINCIPALS AND TEACHERS DURING SCHOOL FACULTY MEETINGS.

BY- CRISPIN, DAVID B. PETERSON, R. DUANE

PUB DATE FEB 67

EDRS PRICE MF-$0.09 HC-$0.36 9P.

DESCRIPTORS- *INTERACTION PROCESS ANALYSIS, *PRINCIPALS, *STAFF MEETINGS, *TEACHER ADMINISTRATOR RELATIONSHIP, *TEACHERS, BEHAVIOR PATTERNS, CRISPIN SYSTEM OF INTERACTION ANALYSIS, NEW YORK CITY, PARTICIPATION,

A PRINCIPAL'S INTERACTION PATTERN IN FACULTY MEETINGS, TESTED BY THE CRISPIN SYSTEM OF INTERACTION ANALYSIS WAS HYPOTHESIZED TO BE THE MAJOR CAUSE FOR INTERSCHOOL TEACHER ATTITUDE DIFFERENCES. THE AUTHORS FURTHER HYPOTHESIZED THAT THE MORE INDIRECT THE PRINCIPAL'S BEHAVIOR (WILLINGLY SHARES HIS AUTHORITY WITH TEACHERS), THE MORE SUPPORTIVE WILL BE THE TEACHERS' BEHAVIOR (WILLINGLY COOPERATIVE). PRINCIPAL BEHAVIOR WAS RECORDED AS DIRECT (USES AUTHORITY) OR INDIRECT (SHARES AUTHORITY), AND TEACHER BEHAVIOR WAS RECORDED AS NONSUPPORTIVE (PERFUNCTORY) OR SUPPORTIVE (WILLINGLY COOPERATIVE). THE DATA REPRESENTING OVER 20,000 INTERACTIONS IN 30 ELEMENTARY SCHOOL FACULTY MEETINGS INDICATED A REJECTION OF THE STATED HYPOTHESIS. TEACHERS TENDED TO BE SUPPORTIVE IRRESPECTIVE OF DIRECT AND INDIRECT PRINCIPAL BEHAVIOR. THE AMOUNT OF TEACHER PARTICIPATION WAS, HOWEVER, EXACTLY TWICE AS HIGH IN THE INDIRECT CLIMATES. THE CONSISTENT TEACHER REACTION TO THE VARYING BEHAVIOR OF PRINCIPALS WAS AT VARIANCE WITH FINDINGS IN OTHER DISCIPLINES WHERE THE BEHAVIOR OF A GROUP WAS DEPENDENT UPON THE BEHAVIOR OF THE LEADER. FURTHER RESEARCH WAS SUGGESTED USING SECONDARY AND LARGER URBAN SCHOOLS, DIFFERENT BEHAVIOR PATTERNS BY THE SAME PRINCIPALS, AND THE ATTITUDES AND THE BEHAVIORS OF TEACHERS AND PRINCIPALS. THIS PAPER WAS PRESENTED AT THE AMERICAN EDUCATION RESEARCH ASSOCIATION CONVENTION (NEW YORK, FEBRUARY 1967). (GB)

ED 011 140 EA 000 346

EQUALITY OF EDUCATIONAL OPPORTUNITY (IN THE NORTH), A REVIEW OF SOME PERTINENT DATA.

BY- DAVISON, HUGH M.

PUB DATE 27 SEP 66

EDRS PRICE MF-$0.09 HC-$0.36 9P.

DESCRIPTORS- *ACADEMIC ACHIEVEMENT, *CAUCASIAN STUDENTS, *EDUCATIONAL EQUALITY, *NEGRO STUDENTS, *RACIAL SEGREGATION, ABILITY, ACADEMIC PERFORMANCE, BUS TRANSPORTATION, COMPARATIVE ANALYSIS, EFFECTIVE TEACHING, FLEXIBLE PROGRESSION, GRADE 12, GRADE 6, PERSONALITY, STUDENT COSTS, TEACHER IMPROVEMENT,

TWELFTH- AND SIXTH-GRADE DATA FROM A STUDY BY JAMES S. COLEMAN WERE USED TO ANSWER QUESTIONS ABOUT THE EQUALITY OF EDUCATION IN THE NORTH. THE MORE IMPORTANT QUESTIONS POSED WERE--(1) IS THERE AN INSTRUCTIONAL COST DIFFERENTIAL DUE TO RACE, (2) WHAT IS THE PROPORTION OF WHITES IN CLASSES COMPOSED OF BOTH NEGROES AND WHITES, AND (3) ARE THERE REAL DIFFERENCES BETWEEN WHITE AND NEGRO ACHIEVEMENT. THE STUDY SHOWED THAT (1) MONEY SPENT FOR THE PRIMARY AND SECONDARY EDUCATION OF NEGRO CHILDREN WAS GREATER THAN FOR WHITE CHILDREN, (2) THE RANGE OF EXPENDITURES ON WHITES WAS GREATER THAN FOR NEGROES, (3) NEGROES WERE MORE SEGREGATED IN ELEMENTARY SCHOOLS THAN IN SECONDARY, (4) BOTH NEGROES AND WHITES TENDED TO DO BETTER IN CLASSES WITH A HIGHER PROPORTION OF WHITE STUDENTS, (5) NONVERBAL, VERBAL, READING, MATHEMATICS, SELF-CONCEPT, AND CONTROL OF ENVIRONMENT VARIABLES WERE HIGHLY CORRELATED WITH ACHIEVEMENT, (6) NEGROES WERE BEHIND WHITES IN EDUCATION DESPITE THE FACT THAT THE UPPER ABILITY LEVELS OF THE TWO GROUPS WERE SIMILAR, AND (7) SCHOOL HAD A GREATER EFFECT ON YOUNGER CHILDREN THAN ON OLDER. THE ESTABLISHMENT OF PRESCHOOLS, BUSING, AND TRACKING WAS RECOMMENDED. (HW)

ED 011 141 EA 000 353

A PILOT PLAN FOR EDUCATIONAL LEADERSHIP IN RHODE ISLAND, THE DEVELOPMENT OF A MODEL FOR PUBLIC SCHOOL DISTRICT ORGANIZATION IN A REGION OF RHODE ISLAND.

BY- OSTRANDER, RAYMOND H. AND OTHERS
BOSTON UNIV., MASS., SCH. OF EDUCATION

PUB DATE 67

EDRS PRICE MF-$0.09 HC-$2.16 54P.

DESCRIPTORS- *ADMINISTRATIVE ORGANIZATION, *EDUCATIONAL IMPROVEMENT, *MODELS, *SCHOOL DISTRICTS, *SCHOOL REDISTRICTING, BOSTON, EDUCATIONAL NEEDS, EDUCATIONAL OBJECTIVES, POPULATION TRENDS, PROVIDENCE, RHODE ISLAND, SCHOOL DISTRICT SPENDING,

A MODEL FOR PUBLIC SCHOOL DISTRICT ORGANIZATION IN RHODE ISLAND IS PROPOSED AS A PILOT PLAN FOR EDUCATION LEADERSHIP. SEVEN SCHOOL COMMITTEES AND FIVE SUPERINTENDENTS ARE ADMINISTERING THE SEVEN RHODE ISLAND DISTRICTS WHICH COVER AN AREA OF 22 SQUARE MILES. THIS DIFFUSION OF EDUCATIONAL RESOURCES WITHIN THE SMALL AREA AFFECTS THE EXTENT TO WHICH THE SYSTEMS CAN FULFILL DESIRED OBJECTIVES AND PROHIBITS AN OPTIMUM BALANCE BETWEEN INVESTMENT AND RETURN. IN AN ATTEMPT TO REMEDY THIS PROBLEM, A BOSTON UNIVERSITY SURVEY TEAM DEVELOPED A MODEL, WHICH RECOMMENDED THAT THE STATE BOARD OF EDUCATION ESTABLISH A PILOT EDUCATIONAL LEADERSHIP CENTER TO PROVIDE SERVICES NOT READILY AVAILABLE TO THE SEPARATE DISTRICTS, SUCH AS ELECTRONIC DATA PROCESSING AND MENTAL HEALTH SERVICES. THE CENTER IS TO SERVE AS A SOURCE OF EDUCATIVE RESOURCES AND IS TO BE ADMINISTERED BY A FULL-TIME EDUCATIONAL DEVELOPMENT ADVISER. THE PLAN AVOIDS DISRUPTION OF LOCAL AUTONOMY AND SECURES THE BENEFITS OF A LARGER, SPECIALIZED DISTRICT. (GB)

ED 011 142 EA 000 361
CENTRALIZATION AND HIGHER EDUCATION.
By- MCKEAN, ROLAND N.
CALIFORNIA UNIV., LOS ANGELES
REPORT NUMBER MR-52 PUB DATE 1 NOV 65
EDRS PRICE MF-$0.09 HC-$0.92 23P.

DESCRIPTORS- *ADMINISTRATIVE POLICY, *CENTRALIZATION, *COLLEGE ADMINISTRATION, *COSTS, *HIGHER EDUCATION, ADMINISTRATOR GUIDES, COLLEGE FACULTY, CONFLICT RESOLUTION, DECISION MAKING SKILLS, LOS ANGELES, STUDENTS, SURVEYS,

SUGGESTED COSTS AND BENEFITS OF CENTRALIZED AUTHORITY IN HIGHER EDUCATION AS THEY AFFECT THE BEHAVIOR OF LEGISLATORS, ADMINISTRATORS, VOTERS, TEACHERS, AND STUDENTS, WERE EXAMINED BY COMPARING POLICIES OF DIFFERENT INSTITUTIONS (TWO MULTIVERSITIES OR COORDINATED STATE COLLEGE SYSTEMS, TWO RELATIVELY INDEPENDENT PUBLIC UNIVERSITIES IN ONE STATE, AND THREE PRIVATE INSTITUTIONS IN ONE STATE). CENTRALIZATION OCCURRED IF, FOR TEACHING ANY GIVEN NUMBER OF STUDENTS, FEWER SEPARATE ORGANIZATIONS WERE RESPONSIBLE FOR CHOICES. THE INFORMATION USED TO COMPARE THE INSTITUTIONS WAS OBTAINED FROM ADMINISTRATIVE MANUALS, FACULTY HANDBOOKS, AND CATALOGS. THE RESULTS OBTAINED WERE--(1) THE GREATER THE DEGREE OF CENTRALIZATION, THE MORE THE CONSTRAINTS ON LOWER-LEVEL CHOICES, (2) THE GREATER THE DEGREE OF CENTRALIZATION, THE LESS DIVERSITY IN POLICIES AND PRACTICES AFFECTING A GIVEN NUMBER OF STUDENTS, (3) CENTRALIZATION MAY YIELD NEGLECT OF RELEVANT COSTS AND GAINS, AND (4) CENTRALIZATION MAY YIELD A LESS DESIRABLE WAY OF RESOLVING CONFLICTS. (HW)

ED 011 143 EA 000 371
RELIGIOUS CORRELATES OF SCHOOL EXPENDITURES.
By- ALKIN, MARVIN C.
CALIFORNIA UNIV., LOS ANGELES
REPORT NUMBER MR-34 PUB DATE 11 FEB 65
EDRS PRICE MF-$0.09 HC-$0.52 13P.

DESCRIPTORS- *ELEMENTARY SCHOOLS, *FINANCIAL SUPPORT, *RELIGIOUS FACTORS, *TAX SUPPORT, CATHOLICS, EDUCATIONAL DEMAND, JEWS, LOS ANGELES, MODELS, PROTESTANTS, PUBLIC SCHOOLS, SAN FRANCISCO,

THE HYPOTHESIS THAT PUBLIC EDUCATIONAL EXPENDITURES ARE RELATED TO THE RELIGIOUS COMPOSITION OF A COMMUNITY WAS TESTED STATISTICALLY. EIGHTEEN RANDOMLY SELECTED SAN FRANCISCO BAY AREA SCHOOL DISTRICTS FROM A TOTAL OF 130 HAVING MORE THAN 300 PUPILS IN ADA WERE USED FOR THE STUDY. QUESTIONNAIRES ON RELIGIOUS PREFERENCES WERE SENT TO 50 RANDOMLY SELECTED VOTERS IN EACH DISTRICT. NINETY-ONE PERCENT USABLE RESPONSES WERE RECORDED. THE DATA WERE EVALUATED BY A MULTIPLE REGRESSION ANALYSIS AND TESTED FOR SIGNIFICANCE BY USING A "T" TEST. A MULTIPLE CORRELATION COEFFICIENT PROVIDED A MEASURE OF THE USEFULNESS OF THE REGRESSION EQUATION FOR PREDICTING THE CRITERION VARIABLE. INDEPENDENT VARIABLES FOUND TO BE MOST RELATED TO EDUCATIONAL EXPENDITURES WERE THE PERCENTAGE (IN THE COMMUNITY) OF (1) CATHOLIC, (2) PROTESTANT-NURTURE, (3) PROTESTANT-CONVERSION, AND (4) MISCELLANEOUS. THIS STUDY MAKES FOUR CONTRIBUTIONS TO THE UNDERSTANDING OF DETERMINANTS OF SCHOOL EXPENDITURES--(1) UTILIZATION OF A VARIABLE NOT PREVIOUSLY EXAMINED, (2) EMPLOYMENT OF A METHOD OF DATA COLLECTION USEFUL FOR FUTURE STUDIES, (3) CATEGORIZATION OF RELIGIOUS DENOMINATIONS INTO VARIABLES WHICH CAN BE EXAMINED STATISTICALLY, AND (4) INITIAL STATISTICAL EXAMINATION OF THESE VARIABLES. THIS PAPER WAS PREPARED FOR THE AMERICAN EDUCATIONAL RESEARCH ASSOCIATION (CHICAGO, FEBRUARY 11, 1965). (HW)

ED 011 144 EA 000 372
MEASUREMENT OF STATE EFFORT TO SUPPORT PUBLIC EDUCATION.
By- ALKIN, MARVIN C.
CALIFORNIA UNIV., LOS ANGELES
REPORT NUMBER MR-38 PUB DATE 6 APR 65
EDRS PRICE MF-$0.09 HC-$1.00 23P.

DESCRIPTORS- *EDUCATIONAL FINANCE, *PUBLIC SCHOOLS, *RESOURCE ALLOCATIONS, *STATE AID, *TAX SUPPORT, CHICAGO, EXPENDITURES, FEDERAL AID, FISCAL CAPACITY, PRIVATE SCHOOLS, STATISTICAL ANALYSIS,

A NEW FORMULA FOR MEASURING STATE EFFORT TO SUPPORT PUBLIC EDUCATION WAS PRESENTED IN THIS PAPER. THE MEASURE USED FOR EXPENDITURES RELATED TO CURRENT EXPENDITURES OF PUBLIC ELEMENTARY AND SECONDARY SCHOOLS FOR GENERAL CONTROL, INSTRUCTIONAL SERVICE, OPERATION, MAINTENANCE, AND FIXED CHARGES AT STATE, INTERMEDIATE, AND LOCAL LEVELS OF ADMINISTRATION. PERSONAL INCOME, DEFINED AS THE MEASURE OF CURRENT INCOME RECEIVED FROM ALL SOURCES DURING THE CALENDAR YEAR BY THE RESIDENTS OF EACH STATE, WAS USED FOR FISCAL ABILITY. THREE DIFFERENT MEASURES FOR ALLOCATION FACTORS WERE USED FOR EACH STATE--(1) A CONSTANT EQUAL TO THE NATIONAL AVERAGE PERCENT OF INCOME DEVOTED TO EDUCATION, (2) ASSUMED ALLOCATION PROPORTIONAL TO THE RATIO OF PUBLIC SCHOOL CHILDREN TO TOTAL POPULATION IN A STATE, AND (3) THEORETICAL DIVISION OF A STATE'S TOTAL FISCAL ABILITY BETWEEN SCHOOLS AND ALL OTHER PURPOSES (INCLUDING FEEDING, CLOTHING, AND HOUSING THE TOTAL POPULATION OF THE STATE) IN PROPORTION RESPECTIVELY TO PUBLIC SCHOOL ATTENDANCE AND TOTAL POPULATION. THE THREE MEASURES OF EFFORT OBTAINED FOR EACH STATE WERE ADJUSTED PROVIDING A NATIONAL AVERAGE INDEX OF "1" FOR EACH OF THE THREE INDEXES. INDEXES LARGER THAN 1 REVEALED THAT A STATE WAS EXERTING GREATER THAN THE NATIONAL AVERAGE AND CONVERSELY, INDEXES OF LESS THAN "1" INDICATED THAT A STATE WAS NOT EXERTING UP TO THE NATIONAL AVERAGE. THE RESULTS SHOWED THE MEASURES OF EFFORT VARY GREATLY ACCORDING TO THE DEFINITION OF EFFORT. THIS PAPER WAS PREPARED FOR THE ANNUAL MEETING OF THE COMMITTEE ON EDUCATIONAL FINANCE, NATIONAL EDUCATION ASSOCIATION (CHICAGO, APRIL 6, 1965). (HW)

ED 011 145 EA 000 373
PROGRAM BUDGETING FOR EDUCATION.
By- HIRSCH, WERNER Z.
CALIFORNIA UNIV., LOS ANGELES
REPORT NUMBER PR-63 PUB DATE 19 MAY 66
EDRS PRICE MF-$0.09 HC-$1.76 44P.

DESCRIPTORS- *COSTS, *EDUCATIONAL BENEFITS, *EDUCATIONAL FINANCE, *EDUCATIONAL OBJECTIVES, *PROGRAM BUDGETING, CENTRALIZATION, EDUCATION, EDUCATIONAL PROGRAMS, FEDERAL AID, LOS ANGELES, NATIONAL PROGRAMS, STATE FEDERAL AID,

THE APPLICATION OF PROGRAM BUDGETING TO EDUCATION IS RECOMMENDED. A NATIONAL-LEVEL PROGRAM BUDGET EXAMPLE IS PRESENTED, WITH SUGGESTIONS FOR OBTAINING MORE EFFECTIVE

MANAGEMENT OF EDUCATION. FINANCING OF EDUCATION IN THE UNITED STATES IS CURRENTLY UNDERTAKEN BY MORE THAN 40 AGENCIES OF THE FEDERAL GOVERNMENT, 50 STATE GOVERNMENTS, AND MORE THAN 30,000 SCHOOL DISTRICTS. EFFICIENT AND EQUITABLE PLANNING AND BUDGETING IS THUS A FORMIDABLE TASK. FURTHER RESEARCH AND DEVELOPMENT IN PROGRAM BUDGETING IS SUGGESTED TO INCLUDE (1) EXPLICIT DELINEATION OF GOALS, (2) BETTER IDENTIFICATION, MEASURING AND PACKAGING OF COSTS AND BENEFITS, (3) DEVELOPMENT OF BACKUP ADMINISTRATIVE ORGANIZATION, AND (4) MORE ATTENTION TO FUTURE ENVIRONMENTS. THE REPORT RECOMMENDS THE ESTABLISHMENT OF A FEDERAL DEPARTMENT OF EDUCATION. THIS PAPER WAS PRESENTED AT THE NATIONAL MEETING OF THE OPERATIONS RESEARCH SOCIETY OF AMERICA (29TH, SANTA MONICA, MAY 19, 1966). (HW)

ED 011 146 EA 000 382

CRITERIA FOR METHODOLOGICAL ADEQUACY FOR RESEARCH ON EDUCATIONAL CHANGE.

BY- GEPHART, WILLIAM J.

PUB DATE SEP 65

EDRS PRICE MF-$0.18 HC-$2.40 60P.

DESCRIPTORS- *EDUCATIONAL CHANGE, *EDUCATIONAL RESEARCH, *RESEARCH METHODOLOGY, EVALUATION, MILWAUKEE, MODELS, RESEARCH, TECHNIQUES,

RESEARCH ADEQUACY MUST BE ASSESSED AND STANDARDS DRAWN IF PROGRESS IS TO BE MADE IN THE ACCUMULATION OF KNOWLEDGE. THIS DISCUSSION OF METHODOLOGICAL CRITERIA FOCUSES UPON THE FOLLOWING TOPICS--(1) A LOGIC FRAMEWORK FOR EDUCATIONAL RESEARCH, (2) GENERAL CRITERIA FOR RESEARCH EVALUATION, (3) ELEMENTS OF THE STUDY OF THE EDUCATIONAL CHANGE PROCESS, (4) METHODS AND TECHNIQUES FOR STUDYING THE CHANGE PROCESS COMPONENTS, AND (5) CRITERIA OF ADEQUACY FOR EVALUATING RESEARCH TECHNIQUES IN THE STUDY OF EDUCATIONAL CHANGE. (GB)

ED 011 147 EA 000 384

THE CONFIGURATIONAL THEORY OF INNOVATION DIFFUSION.

BY- BHOLA, HARBANS SINGH

OHIO STATE UNIV., COLUMBUS, SCHOOL OF EDUCATION

PUB DATE OCT 65

EDRS PRICE MF-$0.09 HC-$1.88 47P.

DESCRIPTORS- *EDUCATIONAL CHANGE, *INNOVATION, *MODELS, *SOCIAL CHANGE, *THEORIES, COLUMBUS, CULTURE, ENVIRONMENT, GROUPS, INSTITUTIONS, RESOURCES,

A THEORY OF INNOVATION DIFFUSION FOCUSED UPON SOCIAL INTERRELATIONSHIPS IS PRESENTED. INTERACTION OF VARYING KINDS AND SIZES OF SOCIAL UNITS RELATES INDIVIDUALS TO OTHER INDIVIDUALS, GROUPS, INSTITUTIONS, OR CULTURES. INNOVATION MAY BE INITIATED BY ANY OF THESE FOUR SOCIAL UNITS AND MAY BE DIRECTED TOWARD SUBSEQUENT ADOPTION BY ANY OF THE UNITS. THE THEORY IS CALLED A CONFIGURATIONAL THEORY BECAUSE THE EMPHASIS IS PUT ON PATTERNS OF RELATIONSHIPS BETWEEN INNOVATORS AND ADOPTERS, RATHER THAN UPON THE SOCIAL UNITS THEMSELVES. SPECIFIC ELEMENTS OF THE THEORY INCLUDE THE INITIATOR OR INNOVATOR, THE TARGET OR ADOPTER, THE LINKAGE BETWEEN THE TWO, AND THE PROCESS OF DIFFUSION BY WHICH AN INNOVATION IS INCORPORATED INTO A CONFIGURATION. ENVIRONMENTAL INFLUENCE UPON INNOVATION DIFFUSION WILL DEPEND UPON WHETHER THE ENVIRONMENT IS PERSISTENT AND SUPPORTIVE, NEUTRAL, OR INHIBITING. CONFIGURATIONAL RELATIONSHIPS CAN BE DIVIDED INTO THREE BROAD CATEGORIES--MOLECULAR, MOLAR-MOLECULAR, AND MOLAR--DEPENDING GENERALLY UPON THE SIZE OF THE TWO SOCIAL UNITS SERVING AS INITIATOR AND ADAPTER AND THE PARTICULAR RELATIONSHIP'S AMENABILITY TO CONTROL. COMMUNICATION WITHIN SOCIAL UNITS IS DISTINCT FROM THE LINKAGE OR COMMUNICATION NETWORK BETWEEN CONFIGURATIONS. THE PROBABILITY OF DIFFUSION WILL BE AFFECTED BY THE AMOUNT OF VARIABLE RESOURCES--MATERIAL, CONCEPTUAL SKILLS, PERSONNEL, AND INFLUENCE. ELEVEN HYPOTHESES SUGGESTED BY THE THEORY ARE ENUMERATED. (JK)

ED 011 148 EC 000 017

HOW MICHIGAN SERVES THE MENTALLY HANDICAPPED, FACTS ABOUT THE ADMINISTRATION OF THE MICHIGAN PROGRAM.

MICHIGAN ST. DEPT. OF PUBLIC INSTR., LANSING

REPORT NUMBER MSDE-CIRC-6 PUB DATE AUG 66

EDRS PRICE MF-$0.09 HC-$0.32 8P.

DESCRIPTORS- *CENSUS FIGURES, *MENTALLY HANDICAPPED, *PROGRAM ADMINISTRATION, *STATE AID, *STATE PROGRAMS, BOARDING HOMES, EDUCABLE MENTALLY HANDICAPPED, IDENTIFICATION, LANSING, PERSONNEL, PROGRAM DEVELOPMENT, PROGRAM GUIDES, SPECIAL CLASSES, SUMMER PROGRAMS, TEACHER CERTIFICATION, TEACHER PROGRAMS, TRAINABLE MENTALLY HANDICAPPED, TRANSPORTATION,

APPROXIMATELY 60 PERCENT OF THE MENTALLY HANDICAPPED CHILDREN ELIGIBLE FOR SERVICES BY THE PUBLIC SCHOOLS IN MICHIGAN ARE BEING SERVED. MICHIGAN'S STATE PROGRAM SERVES MORE THAN 30,000 MENTALLY RETARDED CHILDREN. PROVISIONS FOR EDUCABLE AND TRAINABLE MENTALLY RETARDED CHILDREN INCLUDE (1) EDUCABLE SPECIAL CLASSES, (2) CONSULTANTS WHO WORK WITH EDUCABLE MENTALLY RETARDED CHILDREN ENROLLED IN REGULAR CLASSES, (3) TRAINABLE SPECIAL CLASSES, AND (4) INTERMEDIATE SCHOOL DISTRICT PROGRAMS FOR TRAINABLE MENTALLY RETARDED CHILDREN. TRAINABLE CLASSES ARE PERMISSIBLE IF THE SCHOOL DISTRICT PROVIDES FOR EDUCABLE RETARDED CHILDREN. TWO STATE AID MEMBERSHIPS ARE PAID FOR EACH CHILD (UP TO 15 CHILDREN PER TEACHER), UP TO 75 PERCENT OF THE COST OF THE PROGRAM. STATE AID TO SCHOOL DISTRICTS INCLUDES REIMBURSEMENT FOR TRANSPORTATION, TUITION, BOARD AND ROOM, AND SUMMER PROGRAMS. TEACHERS OF MENTALLY RETARDED CHILDREN MUST BE STATE CERTIFIED. TEMPORARY CERTIFICATION MAY BE GRANTED. (DE)

ED 011 149 EC 000 018

ADMINISTRATIVE GUIDE FOR ESTABLISHING SPECIAL EDUCATION PROGRAMS AND SPECIAL SERVICES FOR EXCEPTIONAL CHILDREN.

MICHIGAN ST. DEPT. OF PUBLIC INSTR., LANSING

PUB DATE 66

EDRS PRICE MF-$0.09 HC-$0.20 9P.

DESCRIPTORS- *FINANCIAL SUPPORT, *HANDICAPPED CHILDREN, *PROGRAM ADMINISTRATION, *PROGRAM DEVELOPMENT, *SPECIAL EDUCATION, ADMINISTRATOR GUIDES, ADMISSION CRITERIA, AGE, CLASS SIZE, LANSING, MENTALLY HANDICAPPED, PHYSICALLY HANDICAPPED, STATE AID, STATE PROGRAMS, TEACHER CERTIFICATION,

REQUIREMENTS FOR ESTABLISHING SPECIAL PROGRAMS AND SERVICES ARE PRESENTED IN CHART FORM. SUCH DIFFERENT TYPES OF PROGRAMS AS SPECIAL CLASSES AND ITINERANT PROGRAMS FOR PHYSICALLY AND MENTALLY HANDICAPPED, AS WELL AS THE VARIOUS

REQUIREMENTS AND REGULATIONS. (VO)

ED 011 150 EC 000 019
A GUIDE TO THE ESTABLISHMENT OF A SPEECH AND HEARING PROGRAM.
BY- ANDERSON, JEAN L.
INDIANA STATE DEPT. PUBLIC INSTR., INDIANAPOLIS
PUB DATE JUL 65
EDRS PRICE MF-$0.09 HC-$0.36 9P.

DESCRIPTORS- *AURALLY HANDICAPPED, *PROGRAM DEVELOPMENT, *SPEECH HANDICAPS, *SPEECH THERAPISTS, *SPEECH THERAPY, EQUIPMENT, FACILITIES, IDENTIFICATION, INDIANAPOLIS, PROGRAM GUIDES, STATE AID,

BEFORE A SPEECH PROGRAM IS ESTABLISHED, IT IS IMPORTANT TO DETERMINE THE NEED, PREPARE THE COMMUNITY, LEARN ABOUT STATE REGULATIONS, SECURE A THERAPIST, AND PROVIDE ADEQUATE FACILITIES. GUIDELINES AND CONSULTANT SERVICES ARE AVAILABLE FROM A STATE AGENCY. (MK)

ED 011 151 EC 000 020
GUIDE FOR RECORDS AND REPORTS FOR SPEECH AND HEARING PROGRAMS.
BY- ANDERSON, JEAN L.
INDIANA STATE DEPT. PUBLIC INSTR., INDIANAPOLIS
PUB DATE AUG 65
EDRS PRICE MF-$0.09 HC-$1.36 34P.

DESCRIPTORS- *AURALLY HANDICAPPED, *PROGRAM ADMINISTRATION, *RECORDS (FORMS), *SPEECH HANDICAPS, *SPEECH THERAPY, ARTICULATION (SPEECH), INDIANAPOLIS, PARENTS, PROGRAM GUIDES, STUTTERING, TEACHERS,

A RATIONALE FOR SPEECH AND HEARING PROGRAM RECORD KEEPING AND REPORTING IS PRESENTED ALONG WITH A COMPREHENSIVE SET OF FORMS. FORMS ARE AVAILABLE TO COVER ALL SITUATIONS IN DIAGNOSIS AND PROGRESS, COMMUNICATION TO OTHER PROFESSIONAL PEOPLE, AND COMMUNICATION WITH PARENTS. (MK)

ED 011 152 EC 000 021
MANUAL FOR PSYCHOLOGICAL EVALUATION OF CHILDREN FOR PLACEMENT IN SPECIAL CLASSES, A HANDBOOK FOR ADMINISTRATORS, LOCAL PLACEMENT COMMITTEES, PSYCHOLOGISTS, PSYCHOMETRISTS, AND TEACHERS OF EXCEPTIONAL CHILDREN.
BY- BROWN, ALPHA AND OTHERS
ALABAMA STATE DEPT. OF EDUC., MONTGOMERY
REPORT NUMBER ABDE-BULL-1965-NO-9 PUB DATE 65
EDRS PRICE MF-$0.09 HC-$1.04 26P.

DESCRIPTORS- *HANDICAPPED CHILDREN, *IDENTIFICATION, *PSYCHOLOGICAL EVALUATION, *PSYCHOLOGICAL TESTING, *STUDENT PLACEMENT, ADMISSION CRITERIA, MEASUREMENT, MONTGOMERY, PSYCHOLOGISTS, PSYCHOMETRISTS, REFERRAL, SPECIAL EDUCATION, STATE PROGRAMS,

MINIMUM EVALUATION OF CHILDREN WITH MENTAL, PHYSICAL, OR EMOTIONAL DISABILITIES WHO ARE BEING CONSIDERED FOR SPECIAL CLASS PLACEMENT SHOULD INCLUDE PSYCHOLOGICAL EVALUATION, PHYSICAL EVALUATION, A FAMILY PROFILE, AND AN ACADEMIC RECORD. REGULATIONS FOR PSYCHOLOGICAL EVALUATION, REFERRAL PROCEDURE FOR THE TEACHER, AND PLACEMENT COMMITTEE MEMBERSHIP ARE PRESENTED. TEACHERS ARE INSTRUCTED IN THE USE OF PSYCHOLOGICAL INFORMATION. PSYCHOLOGICAL EVALUATION RESOURCES ARE LISTED. (SL)

ED 011 153 EC 000 022
A MOVIGENIC CURRICULUM, AN EXPERIMENTAL APPROACH TO CHILDREN WITH SPECIAL LEARNING DISABILITIES CONDUCTED AT THE LONGFELLOW SCHOOL, MADISON, WISCONSIN, DURING THE 1964-65 SCHOOL YEAR.
BY- BARSCH, RAY H.
WISCONSIN STATE DEPT. OF PUB. INSTR., MADISON
REPORT NUMBER BULL. NO 25 PUB DATE 65
EDRS PRICE MF-$0.18 HC-$2.44 61P.

DESCRIPTORS- *LEARNING DIFFICULTIES, *PERCEPTUAL MOTOR COORDINATION, *PERCEPTUAL MOTOR LEARNING, *PHYSICAL ACTIVITIES, *PHYSICAL DEVELOPMENT, CURRICULUM, EXPERIMENTAL PROGRAMS, HANDICAPPED CHILDREN, MADISON, NEUROLOGICALLY HANDICAPPED, PHYSICAL FITNESS, SPECIAL EDUCATION, UNDERACHIEVERS,

A PHYSIOLOGICAL APPROACH TO THE EDUCATION OF CHILDREN WITH SPECIAL LEARNING DIFFICULTIES WAS THE BASIS OF AN EXPERIMENTAL CURRICULUM. THE LEARNER WAS SEEN AS A SPACIALLY ORIENTED BEING WITH A PHYSIOLOGICAL MAKEUP DESIGNED TO TRAVEL THROUGH "EDUCATIONAL SPACE," PROCESSING INFORMATION TO HIS PROGRESSIVE ADVANTAGE. EIGHT CONSTRUCTS SERVED AS A NUCLEUS FOR A THEORY OF MOVEMENT, AND SPECIAL ACTIVITIES PROGRAMED IN EACH AREA ARE DETAILED. THE MOVIGENIC CURRICULUM IS A SUPPLEMENT TO THE EXISTING CURRICULUM. TWO GROUPS OF SIX ELEMENTARY GRADE, NORMAL ABILITY CHILDREN WITH LEARNING PROBLEMS SPENT 6 HOURS WEEKLY FOR 1 SCHOOL YEAR IN THIS PROGRAM. NINE OF THESE 12 WERE NEUROLOGICALLY IMPAIRED. A THIRD GROUP OF SIX PRESCHOOLERS MET FOR 1/2 YEAR. A PRECISE STUDY OF CHILD CHANGE WAS NOT ATTEMPTED BUT WAS PLANNED AS A LATER, SECOND STAGE. THE FILM "THE MOVIGENIC CURRICULUM," IS AVAILABLE FROM THE BUREAU OF AUDIOVISUAL INSTRUCTION, UNIVERSITY OF WISCONSIN, 1312 WEST JOHNSON ST., MADISON, WISCONSIN. (MJ)

ED 011 154 EC 000 029
EXPERIMENTAL PROGRAMS FOR INTENSIVE CYCLE SCHEDULING OF SPEECH AND HEARING THERAPY CLASSES.
BY- MACLEARIE, ELIZABETH C. GROSS, F.P.
OHIO STATE DEPT. OF EDUCATION, COLUMBUS
PUB DATE 66
EDRS PRICE MF-$0.09 HC-$1.12 28P.

DESCRIPTORS- *EXPERIMENTAL PROGRAMS, *PROGRAM DEVELOPMENT, *SPEECH, *SPEECH HANDICAPS, *SPEECH THERAPY, COLUMBUS, PROGRAM EVALUATION, PROGRAM IMPROVEMENT, SCHEDULING, SPEECH IMPROVEMENT,

SURVEYS OF PROFESSIONAL LITERATURE INDICATED THAT INTENSIVE CYCLE SCHEDULING FOR SPEECH AND HEARING THERAPY MIGHT YIELD BETTER RESULTS THAN MORE TRADITIONAL METHODS. EXPERIMENTAL PROGRAMS USING THIS NEW METHOD WERE ESTABLISHED IN FIVE SCHOOL SYSTEMS AS A FIELD TEST OF EFFICIENCY. THE 4 YEARS OF RESEARCH IN INTENSIVE CYCLE SCHEDULING IN THESE FIVE SYSTEMS RESULTED IN SEVERAL REVISIONS IN PROGRAM STANDARDS PRESENTED TO THE STATE BOARD OF EDUCATION. EACH OF THE FIVE STUDIES IS REPORTED BRIEFLY WITH THE ADVANTAGES SUMMARIZED AND SUGGESTIONS MADE ABOUT THE LENGTH AND NATURE OF THE

INTENSIVE CYCLE SCHEDULING OF SPEECH AND HEARING THERAPY. (DF)

ED 011 155 EC 000 031
LABORATORY METHODS IN PHYSICS FOR THE BLIND.
By- HENDERSON, DAVID RAY.
PITTSBURGH UNIV., PA.
PUB DATE 65
EDRS PRICE MF-$0.18 HC-$3.08 77P.

DESCRIPTORS- *BLIND, *LABORATORIES, *PHYSICS INSTRUCTION, *TACTILE ADAPTATION, PHYSICS CURRICULUM, PITTSBURGH, RAISED LINE DRAWINGS, SENSORY AIDS,

THE PAPER DESCRIBES AUDITORY AND TACTILE ADAPTATION OF PHYSICS LABORATORY APPARATUS FOR USE BY BLIND STUDENTS, TOGETHER WITH FIVE METHODS OF DRAWING RAISED LINE AND INDENTED DIAGRAMS FOR USE IN PHYSICS EXPERIMENTS. A SURVEY OF PHYSICS LABORATORY METHODS IN SCHOOLS FOR THE BLIND IN THE UNITED STATES AND SEVEN FOREIGN COUNTRIES, AND TWO SIMPLE PHYSICS EXPERIMENTS FOR BLIND HIGH SCHOOL STUDENTS, ARE INCLUDED. (KH)

ED 011 156 EC 000 034
ARKANSAS GUIDE FOR PUBLIC SCHOOL SPEECH THERAPY.
By- SWAIM, CURTIS R. UNDERWOOD, BILL L.
ARKANSAS STATE DEPT. OF EDUCATION, LITTLE ROCK
PUB DATE 65
EDRS PRICE MF-$0.09 HC-$1.64 41P.

DESCRIPTORS- *PROGRAM ADMINISTRATION, *PROGRAM GUIDES, *SPEECH THERAPISTS, *SPEECH THERAPY, *STATE PROGRAMS, ADMINISTRATOR RESPONSIBILITY, CERTIFICATION, IDENTIFICATION, LITTLE ROCK, PROGRAM DEVELOPMENT, RECORDS (FORMS), SPEECH HANDICAPS,

THIS GUIDE CONTAINS GUIDELINES FOR PLANNING, DEVELOPING, AND ADMINISTERING SPEECH THERAPY PROGRAMS IN THE PUBLIC SCHOOLS. THE RESPONSIBILITIES OF THE ADMINISTRATIVE PERSONNEL IN ESTABLISHING, SUPERVISING, AND PROVIDING PROPER EQUIPMENT FOR A PUBLIC SCHOOL SPEECH THERAPY PROGRAM ARE DESCRIBED. THE ROLES OF THE STATE SUPERVISOR, THE SCHOOL PRINCIPAL, AND THE CLASSROOM TEACHER ARE DEFINED. A GUIDE FOR THE SPEECH THERAPIST AND SAMPLE FORMS FOR REFERRALS, REPORTS, AND CASE HISTORIES ARE INCLUDED. (CG)

ED 011 157 EC 000 035
A POTPOURRI OF IDEAS FOR TEACHERS OF THE MENTALLY RETARDED. VOLUME 1, ARTS AND CRAFTS.
By- BLESSING, KENNETH R.
WISCONSIN STATE DEPT. OF PUB. INSTR., MADISON
REPORT NUMBER WDPI-BULL-15-1 PUB DATE MAY 66
EDRS PRICE MF-$0.18 HC-$3.44 86P.

DESCRIPTORS- *ART ACTIVITIES, *ART EDUCATION, *HANDICRAFTS, *MENTALLY HANDICAPPED, *SPECIAL EDUCATION, ART EXPRESSION, ART PRODUCTS, CURRICULUM GUIDES, INSTRUCTIONAL MATERIALS, MADISON, MILWAUKEE, PAINTING, PROGRAM EVALUATION,

THIS CURRICULUM GUIDE SUGGESTS THAT THE OBJECTIVE OF ARTS AND CRAFTS ACTIVITIES FOR EDUCABLE MENTALLY RETARDED CHILDREN IS TO PROVIDE ENJOYABLE ACTIVITIES AS WELL AS TO TEACH SKILLS, SOCIALLY ACCEPTABLE ATTITUDES AND HABITS, AND SELF ESTEEM. AN OUTLINE FOR A UNIT OF ACTIVITY IN HANDCRAFTS IS PRESENTED. MORE THAN 85 ARTS AND CRAFTS IDEAS, COMPLETE WITH HOW-TO-MAKE DIRECTIONS AND ILLUSTRATIONS, COMPRISE MOST OF THE BOOKLET. THIRTY-FOUR REFERENCES ARE LISTED. (DE)

ED 011 158 EC 000 036
INFORMATION ON CREDENTIALS IN THE AREA OF THE DEAF AND SEVERELY HARD OF HEARING IN THE STATE OF CALIFORNIA AND A LISTING OF TEACHER PREPARATION CENTERS THROUGHOUT THE COUNTRY.
By- HAYES, GORDON M. GRIFFING, BARRY L.
CALIFORNIA STATE DEPT. OF EDUCATION, SACRAMENTO
PUB DATE 65
EDRS PRICE MF-$0.09 HC-$0.64 16P.

DESCRIPTORS- *AURALLY HANDICAPPED, *DEAF, *STATE LEGISLATION, *TEACHER CERTIFICATION, *TEACHER PROGRAMS, COLLEGES, FEDERAL AID, GRADUATE STUDY, HIGHER EDUCATION, SACRAMENTO, STATE PROGRAMS, UNIVERSITIES,

THE STANDARD TEACHING CREDENTIAL IN CALIFORNIA IS EXPLAINED TOGETHER WITH REQUIREMENTS FOR THE CREDENTIAL TO TEACH DEAF OR SEVERELY HARD OF HEARING MINORS. INFORMATION ON TEACHER PREPARATION CENTERS WHICH GRANT DEGREES OR CREDIT HOURS IN THE AREA OF THE DEAF OR HARD OF HEARING IS INCLUDED. (CG)

ED 011 159 EC 000 042
PROGRESS REPORT GUIDE FOR OPPORTUNITY CLASS TEACHERS.
BALTIMORE CITY PUBLIC SCHOOLS, MD.
PUB DATE 64
EDRS PRICE MF-$0.09 HC-$1.04 26P.

DESCRIPTORS- *GRADING, *HOME VISITS, *MENTALLY HANDICAPPED, *STUDENT DEVELOPMENT, *STUDENT EVALUATION, ACHIEVEMENT RATING, BALTIMORE, OPPORTUNITY CLASSES, PARENT CONFERENCES, REPORT CARDS,

A COMPREHENSIVE GUIDE IS PRESENTED FOR SPECIAL EDUCATION TEACHERS WHO WISH TO EVALUATE THE PROGRESS OF THEIR MENTALLY RETARDED PUPILS. PUPIL FOLDERS, ANECDOTAL RECORDS, DAILY PERFORMANCE, AND CUMULATIVE RECORDS ARE DESCRIBED. THE SPECIAL GRADING SYSTEM IS EXPLAINED, AND INSTRUCTIONS FOR GRADING ARE PROVIDED. THE PROGRESS REPORT SECTION LISTS QUALITIES TO BE EVALUATED IN THE AREAS OF PERSONAL AND EDUCATIONAL DEVELOPMENT. CHECKLISTS FOR LANGUAGE ARTS, ARITHMETIC, HEALTH AND SAFETY, SCIENCE, SOCIAL STUDIES, MUSIC, HANDCRAFTS, AND PHYSICAL EDUCATION ARE INCLUDED. TECHNIQUES FOR CONDUCTING INTERVIEWS WITH PARENTS ARE DESCRIBED. THE PURPOSE AND FUNCTION OF HOME VISITS AND COMMUNICATIONS WITH PARENTS ARE ALSO DISCUSSED. (JZ)

ED 011 160 EC 000 043
IN-SERVICE TRAINING STAFF DEVELOPMENT FOR EDUCATION OF DISADVANTAGED DEAF CHILDREN.
By- LEHMAN, JEAN UTLEY
CALIFORNIA STATE COLL., LOS ANGELES
PUB DATE 66
EDRS PRICE MF-$0.45 HC-$13.48 337P.

DESCRIPTORS- *AURALLY HANDICAPPED, *CULTURALLY DISADVANTAGED,

*DEAF, *DISADVANTAGED ENVIRONMENT, *LANGUAGE DEVELOPMENT, INSERVICE TEACHER EDUCATION, INSTRUCTIONAL MATERIALS, LOS ANGELES, NCATEER ACT, READING INSTRUCTION,

NINETEEN RECOGNIZED AUTHORITIES CONTRIBUTED TO A 3-WEEK INSTITUTE DESIGNED TO IMPROVE THE UNDERSTANDING OF DISADVANTAGED DEAF CHILDREN AND TO SUGGEST THE TYPE OF CURRICULUM BEST SUITED TO THEIR NEEDS. LECTURES, DEMONSTRATIONS, AND DISCUSSIONS COVERED THE FOLLOWING TOPICS--(1) THE FAMILIAL AND PERSONAL ASPECTS OF THE CHILD, (2) ACQUISITION AND STRUCTURE OF LANGUAGE, (3) SPEECH DEVELOPMENT AND IMPROVEMENT, (4) SEVERAL ASPECTS OF READING, (5) AUDIOVISUAL AIDS, (6) PSYCHONEUROLOGIC BEHAVIORAL PROBLEMS, (7) AUDIOLOGICAL PROBLEMS, AND (8) RESEARCH. (MK)

ED 011 161 EC 000 047

ORTHOPEDICALLY HANDICAPPED CHILDREN IN OHIO PUBLIC SCHOOLS.
By- MENAPACE, HERMAN N. AND OTHERS
OHIO STATE DEPT. OF EDUCATION, COLUMBUS
PUB DATE 64
EDRS PRICE MF-$0.09 HC-$1.96 49P.

DESCRIPTORS- *OCCUPATIONAL THERAPY, *ORTHOPEDICALLY HANDICAPPED, *PHYSICAL THERAPY, *PROGRAM ADMINISTRATION, *PROGRAM DEVELOPMENT, ADMISSION CRITERIA, BOARDING HOMES, CERTIFICATION, CLASS SIZE, COLUMBUS, HISTORICAL REVIEWS, LEGISLATION, NEUROLOGICAL DEFECTS, STATE LEGISLATION, STATE PROGRAMS, TEACHER CERTIFICATION, TRANSPORTATION,

THE HISTORY OF PROGRAMS FOR ORTHOPEDICALLY HANDICAPPED CHILDREN IS REVIEWED, INCLUDING KINDS AND EXTENT OF SERVICES. GUIDELINES FOR ESTABLISHING AN ORTHOPEDIC PROGRAM ARE GIVEN AND THE TEAM APPROACH IS DISCUSSED. CHANGES IN THE HANDICAPPED POPULATION AND IN THE NEEDS FOR APPROPRIATE SERVICES ARE NOTED. THE APPENDIXES INCLUDE INFORMATION ABOUT LEGAL PROVISIONS, STATE BOARD OF EDUCATION STANDARDS, TEACHER CERTIFICATION, BOARDING HOMES FOR PHYSICALLY HANDICAPPED CHILDREN, AND TRANSPORTATION. (GB)

ED 011 162 EC 000 052

CLOSING THE GAPS IN THE YEARS AHEAD.
By- STRINGHAM, LUTHER W.
PUB DATE 21 OCT 66
EDRS PRICE MF-$0.09 HC-$1.00 25P.

DESCRIPTORS- *MENTAL RETARDATION, *MENTALLY HANDICAPPED, *ORGANIZATIONS (GROUPS), *PARENTS, *PUBLIC SERVICES, ANNUAL REPORTS, BUILDING DESIGN, GOVERNMENTAL STRUCTURE, IDENTIFICATION, KANSAS CITY, LEGISLATION, MISSOURI, PREVENTION, STATE PROGRAMS,

IN A SPEECH AT THE 17TH ANNUAL CONVENTION OF THE NATIONAL ASSOCIATION FOR RETARDED CHILDREN, THE EXECUTIVE DIRECTOR'S 1966 REPORT OUTLINES GAINS AND EMPHASIZES SHORT-RANGE SPECIFIC NEEDS AND GOALS FOR THE FUTURE. ISSUES REQUIRING SPECIAL ATTENTION ARE ARCHITECTURAL PLANNING, THE LAW, AND FORMS OF GOVERNMENT ORGANIZATION FOR WHICH CRITERIA ARE PROVIDED. THE ROLE OF RESEARCH IN THE PREVENTION OF RETARDATION AND THE FUTURE ROLE OF THE NATIONAL ASSOCIATION FOR RETARDED CHILDREN ARE REVIEWED. THIS PAPER WAS PRESENTED TO THE ANNUAL CONVENTION OF THE NATIONAL ASSOCIATION FOR RETARDED CHILDREN (17TH, KANSAS CITY, MISSOURI, OCTOBER 21, 1966). (JW)

ED 011 163 EC 000 056

AN ASSESSMENT OF VOCATIONAL REALISM OF HIGH SCHOOL AND POST-HIGH SCHOOL EDUCABLE MENTALLY RETARDED ADOLESCENTS.
By- GORELICK, MOLLY C.
EXCEPTIONAL CHILDRENS FOUNDATION, LOS ANGELES
PUB DATE MAR 66
EDRS PRICE MF-$0.27 HC-$7.00 175P.

DESCRIPTORS- *ADOLESCENTS, *ASPIRATION, *EDUCABLE MENTALLY HANDICAPPED, *PREDICTION, *VOCATIONAL ADJUSTMENT, APTITUDE, EMPLOYMENT, INTERVIEWS, LOS ANGELES, OCCUPATIONAL CHOICE, QUESTIONNAIRES, VOCATIONAL COUNSELING, VOCATIONAL EDUCATION, WORK EXPERIENCE PROGRAMS,

THIS PROJECT WAS DESIGNED TO FIND MEANS OF PREDICTING THE POSTSCHOOL EMPLOYMENT SUCCESS OF EDUCABLE MENTALLY RETARDED ADOLESCENTS. TWO HYPOTHESES WERE--(1) THERE IS A POSITIVE RELATIONSHIP BETWEEN POSTSCHOOL SUCCESS IN EMPLOYMENT AND REALISTIC VOCATIONAL PLANS, AND (2) THOSE EDUCABLE MENTALLY RETARDED IN WORK EXPERIENCE PROGRAMS WILL HAVE MORE REALISTIC VOCATIONAL PLANS. BOTH EMPLOYMENT SUCCESS AND VOCATIONAL REALISM WERE DEFINED OPERATIONALLY BY ESTABLISHED CRITERIA. DATA WERE GATHERED THROUGH INTERVIEWS AND REVIEWS OF SCHOOL RECORDS AND STATISTICALLY ANALYZED. THE FIRST HYPOTHESIS WAS NOT CONFIRMED. THE SECOND HYPOTHESIS WAS PARTIALLY CONFIRMED, BUT THE SMALL NUMBER OF SUBJECTS EMPLOYED THROUGH OFF-CAMPUS PROGRAMS DID NOT ALLOW GENERALIZATION ABOUT THE RELATIONSHIP OF WORK EXPERIENCE PROGRAMS TO REALISTIC VOCATIONAL PLANS. ADDITIONAL INFORMATION CONCERNING SEX, RACE, SOCIOECONOMIC STATUS, AND STABILITY OF CHOICE WAS GIVEN. IMPLICATIONS CONCERNING COUNSELING AND GUIDANCE, RECORD KEEPING, HIGH SCHOOL CURRICULUM, AND THE SECONDARY TEACHER OF EDUCABLE MENTALLY RETARDED WERE INCLUDED. (JW)

ED 011 164 EC 000 059

DIRECTORY OF SHELTERED WORKSHOPS SERVING THE EMOTIONALLY DISTURBED, 1965.
By- GADLIN, WALTER AND OTHERS
ALTRO HEALTH AND REHABILITATION SERVICES, NEW YORK
PUB DATE MAR 66
EDRS PRICE MF-$0.18 HC-$4.56 114P.

DESCRIPTORS- *EMOTIONALLY DISTURBED, *MENTAL RETARDATION, *SHELTERED WORKSHOPS, *VOCATIONAL EDUCATION, *VOCATIONAL REHABILITATION, CATALOGS, CULTURALLY DISADVANTAGED, NEUROLOGICALLY HANDICAPPED, NEW YORK CITY, PHYSICALLY HANDICAPPED, REFERRAL, SOCIALLY DISADVANTAGED, STATISTICAL DATA,

A NATIONWIDE QUESTIONNAIRE SURVEYED 490 SHELTERED WORKSHOPS SERVING THE EMOTIONALLY DISTURBED. LISTINGS BY STATES OF SUCH CENTERS PROVIDE ADDRESSES, REFERRAL SOURCES, AGE RANGE OF CLIENTS, YEAR PROGRAMS BEGAN, NUMBER OF PHYSICALLY HANDICAPPED CLIENTS DAILY, NUMBER OF EMOTIONALLY DISTURBED CLIENTS DAILY, AND TYPES OF EMOTIONALLY DISTURBED. INFORMATION ABOUT WORKSHOP SIZES, TYPES OF PROFESSIONALS EMPLOYED, AVERAGE LENGTH OF STAY OF CLIENTELE, PERCENTAGE OF CLIENTS ACCEPTED, AND PERCENTAGE OF CLIENTS REHABILITATED ARE ALSO GIVEN. (JW)

ED 011 165 24 EC 000 063
THE DOCTORATE IN SPECIAL EDUCATION.
By- LORD, FRANCIS E.
CALIFORNIA STATE COLL., LOS ANGELES
REPORT NUMBER BR-5-0181 PUB DATE 66
CONTRACT OEC-6-10-051
EDRS PRICE MF-$0.18 HC-$3.88 97P.

DESCRIPTORS- *DOCTORAL DEGREES, *GRADUATE STUDY, *PROFESSIONAL EDUCATION, *SPECIAL EDUCATION, *UNIVERSITIES, LOS ANGELES, PROFESSIONAL STANDARDS,

DOCTORAL PROGRAMS IN SPECIAL EDUCATION WERE STUDIED IN 14 UNIVERSITIES AND COLLEGES WHICH RECEIVED FEDERAL SUPPORT FOR DOCTORAL STUDY IN AT LEAST THREE AREAS OF SPECIAL EDUCATION. DATA WERE COLLECTED THROUGH (1) REVIEW OF GRADUATE BULLETINS AND OTHER PUBLISHED MATERIALS ABOUT PROGRAMS, (2) INTERVIEWS WITH DOCTORAL ADVISERS AND ADVISEES IN EACH PROGRAM, AND (3) SITE VISITS TO SIX OF THE LARGER PROGRAMS. THE STRUCTURE AND REQUIREMENTS OF THE PROGRAMS WERE ANALYZED AND DESCRIBED IN DETAIL. A SECTION FOR DISCUSSION AND INTERPRETATION INCLUDED SPECIAL COMMENTS ABOUT SEVERAL GENERAL FEATURES OF DOCTORAL STUDY. PROFESSIONAL LITERATURE AND PROFESSIONAL STANDARDS WERE REVIEWED AND SUMMARIZED WHERE APPROPRIATE. ALSO INCLUDED WERE REFERENCES, SAMPLES OF THE INTERVIEW SHEETS, AND SUMMARIES OF THE DOCTORAL REQUIREMENTS FOR EACH OF THE 14 UNIVERSITIES. (DF)

ED 011 166 FL 000 013
LANGUAGE INSTRUCTION--PERSPECTIVE AND PROSPECTUS. (THE BULLETIN OF THE CALIFORNIA STATE DEPARTMENT OF EDUCATION, 32(4), NOVEMBER 1963).
By- BROOKS, NELSON AND OTHERS
CALIFORNIA STATE DEPARTMENT OF EDUCATION
REPORT NUMBER 11832 PUB DATE NOV 63
EDRS PRICE MF-$0.09 HC-$2.32 58P.

DESCRIPTORS- *CURRICULUM DESIGN, *LANGUAGE LEARNING LEVELS, *MODERN LANGUAGE CURRICULUM, *PROGRAM DEVELOPMENT, *PROGRAM GUIDES, ARTICULATION (PROGRAM), AUDIOVISUAL AIDS, CALIFORNIA, CALIFORNIA STATE DEPARPROBLEMS IN FOREIGN LANGUAGE LEARN, COURSE OBJECTIVES, FLES, INSTRUCTIONAL MATERIALS, SECONDARY SCHOOLS,

CURRICULUM DEVELOPMENT AND TO SERVE AS A WORKING GUIDE TO PERSONS WHO HAVE RESPONSIBILITIES IN ADMINISTERING AND COORDINATING PROGRAMS AT THE ELEMENTARY AND SECONDARY LEVELS. MAJOR SECTIONS DEAL WITH--(1) BACKGROUND AND ESSENTIALS OF SECOND LANGUAGE STUDY, INCLUDING THE NATURE OF LANGUAGE LEARNING AND THE DEVELOPMENT OF THE OBJECTIVES AND CONTENT FOR THE LEVELS OF THE CURRICULUM, (2) CLASSROOMS, EQUIPMENT, AND INSTRUCTIONAL MATERIALS, AND (3) APPORTIONMENT OF RESPONSIBILITIES ON ALL LEVELS TO TEACHERS, LINGUISTS, ADMINISTRATORS, COUNSELORS, AND LIBRARIANS, AMONG OTHERS. A SELECTED BIBLIOGRAPHY ALSO IS GIVEN. (AM)

ED 011 167 FL 000 034
STUDENT EXCHANGE HANDBOOK.
By- FRIEDRICHS, DONALD E.
MICHIGAN ASSN. OF SECONDARY SCHOOL PRINCIPALS
EDRS PRICE MF-$0.09 HC-$0.64 16P.

DESCRIPTORS- *FOREIGN STUDENTS, *HIGH SCHOOL STUDENTS, *PROGRAM ADMINISTRATION, *STUDENT EXCHANGE PROGRAMS, *STUDY ABROAD, ANN ARBOR, LANGUAGE COMPETENCY, STUDENT ADJUSTMENT,

THIS HANDBOOK IS TO GUIDE SCHOOL PERSONNEL IN DEVELOPING OR EVALUATING STUDENT EXCHANGE PROGRAMS IN HIGH SCHOOLS, ESPECIALLY IN MICHIGAN. CHAPTER 1 CONSISTS OF A DISCUSSION OF THE EDUCATIONAL, CULTURAL, AND SOCIAL OBJECTIVES FOR EXCHANGE PROGRAMS. CHAPTER 2 LISTS THE PROGRAMS SUCCESSFULLY OPERATING IN MICHIGAN, AND DISCUSSES THE RESPONSIBILITIES OF THE COMMUNITY IN (1) SELECTING AND MATCHING STUDENTS AND HOMES, (2) WORKING OUT FINANCIAL PROBLEMS WITH THE LOCAL SCHOOL BOARD, (3) SUPERVISING THE FOREIGN STUDENTS, (4) PROVIDING CULTURAL EXPERIENCES IN THE COMMUNITY, (5) SOLVING PROBLEMS OF FAMILY ADJUSTMENT, AND (6) INSURING AN ENRICHING AMERICAN EXPERIENCE FOR THE FOREIGN STUDENT. CHAPTER 3 DEALS WITH THE RESPONSIBILITIES OF THE SCHOOL IN PROVIDING A REALISTIC PROGRAM AND HELPING THE FOREIGN STUDENT ADJUST TO THE AMERICAN PATTERN OF SCHOOL LIFE. CHAPTER 4 DISCUSSES THE ACADEMIC AND PERSONAL QUALIFICATIONS FOR AMERICAN STUDENTS WISHING TO GO ABROAD AND THE PROCEDURES USED IN SELECTING STUDENTS. THERE IS AN APPENDIX OF NAMES OF AGENCIES WHICH COOPERATE WITH THE DEPARTMENT OF STATE IN CONDUCTING EXCHANGE PROGRAMS. (AM)

ED 011 168 FL 000 045
REPORT OF THE SEMINAR FOR COLLEGE TEACHERS OF FRENCH, GERMAN, AND SPANISH (INDIANA UNIVERSITY, JUNE 22 - AUGUST 4, 1964).
By- MACALLISTER, ARCHIBALD T. VALDMAN, ALBERT
INDIANA UNIV., BLOOMINGTON, IND. LANGUAGE PROGRAM
PUB DATE 4 AUG 64
EDRS PRICE MF-$0.27 HC-$6.68 172P.

DESCRIPTORS- *COLLEGE TEACHERS, *INSERVICE PROGRAMS, *INSTITUTES (TRAINING PROGRAMS), *MODERN LANGUAGES, *TEACHING METHODS, APPLIED LINGUISTICS, BLOOMINGTON, FRENCH, GERMAN, LITERATURE, SPANISH,

A SUMMARY IS GIVEN OF A 6-WEEK PILOT SEMINAR IN INSERVICE EDUCATION FOR 46 COLLEGE LANGUAGE TEACHERS, CONDUCTED AT INDIANA UNIVERSITY DURING THE SUMMER OF 1964. THE PURPOSE WAS TO PRESENT TO THESE TEACHERS NEW FINDINGS IN LINGUISTICS AND LANGUAGE LEARNING AND, ULTIMATELY, CREATE INTEREST IN THE PROFESSION FOR REVITALIZING COLLEGE LANGUAGE TEACHING. THE FIRST PART OF THE REPORT DESCRIBES (1) THE ORGANIZATION OF THE SEMINAR, (2) THE SELECTION OF THE FRENCH, GERMAN, AND SPANISH PARTICIPANTS, THE GRAPHS AND CHARTS SHOWING AGE, EXPERIENCE, GEOGRAPHICAL DISTRIBUTION, AND CHARACTERISTICS OF THE PARTICIPANT'S HOME INSTITUTIONS, (3) FACILITIES OF THE UNIVERSITY USED BY THE PARTICIPANTS, (4) THE LECTURE SERIES, AND (5) A SAMPLE WEEKLY SCHEDULE OF CLASSES AND ACTIVITIES. A SECTION ON EVALUATION PRESENTS SUMMARIES OF THE VIEWS OF PARTICIPANTS AND STAFF REGARDING THE PROGRAM OFFERED AND IMPROVEMENTS FOR FUTURE SEMINARS, ALONG WITH A SAMPLE OF THE QUESTIONNAIRE USED. THE BULK OF THE REPORT IS A SERIES OF DESCRIPTIONS--INCLUDING OUTLINES OF CONTENT, SCHEDULES OF ACTIVITIES, BIBLIOGRAPHIES, AND LISTS OF REQUIRED TEXTS--OF THE COURSES THE SEMINAR OFFERED. THE COURSES WERE APPLIED LINGUISTICS, METHODS OF LANGUAGE INSTRUCTION, THE TEACHING OF LITERATURE, DEMONSTRATION CLASSES, PSYCHOLOGY OF LANGUAGE LEARNING, AND LANGUAGE LABORATORY METHODS. (AM)

ED 011 169 FL 000 087

OBJECTIVE TESTING AND STANDARDIZED TESTS IN MODERN FOREIGN LANGUAGES.

By- FAULKNER, JAMES C.

EDRS PRICE MF-$0.09 HC-$0.32 8P.

DESCRIPTORS- *BIBLIOGRAPHIES, *LANGUAGE TESTS, *LANGUAGES, *OBJECTIVE TESTS, *STANDARDIZED TESTS, ACHIEVEMENT TESTS, MULTIPLE CHOICE TESTS, TEST CONSTRUCTION, TEST VALIDITY,

A BRIEF HISTORY IS GIVEN OF THE DEVELOPMENT OF OBJECTIVE FOREIGN LANGUAGE TESTS FOR HIGH SCHOOLS AND COLLEGES, FROM 1916 TO THE PRESENT. THERE IS A DESCRIPTION OF THE EARLY EFFORTS TO CONSTRUCT OBJECTIVE TESTS AND THE IMPERFECTIONS OF SOME OF THESE EXAMINATIONS. LATER TESTS, PARTICULARLY THOSE IN CURRENT USE, ARE DESCRIBED IN DETAIL, WITH EMPHASIS ON THE VARIETY OF TECHNIQUES USED IN TESTING THE LANGUAGE SKILLS. STANDARDIZED TESTS CURRENTLY AVAILABLE FOR FRENCH, GERMAN, ITALIAN, RUSSIAN, AND SPANISH ARE LISTED, WITH ANNOTATIONS OF FORMAT, CONTENT, LEVEL, PRICE OF SPECIMEN SETS, AND TIME REQUIRED FOR ADMINISTRATION. (AM)

ED 011 170 FL 000 094

THE DESIGN OF OBJECTIVE DIAGNOSTIC AND ATTAINMENT TESTS OF AN AURAL-ORAL COMMAND OF FRENCH.

By- OSMAN, NEILE

PUB DATE JUL 65

EDRS PRICE MF-$0.09 HC-$0.40 10P.

DESCRIPTORS- *AUDIOLINGUAL SKILLS, *FRENCH, *LANGUAGE TESTS, *OBJECTIVE TESTS, *TEST CONSTRUCTION, ACHIEVEMENT TESTS, AUDIOLINGUAL METHODS, AUDITORY PERCEPTION, AUSTRALIA, COMPARATIVE EDUCATION, DIAGNOSTIC TESTS (EDUCATION), GROUP TESTS, INDIVIDUAL TESTS, LISTENING COMPREHENSION, MULTIPLE CHOICE TESTS, ORAL EXPRESSION,

THE INCREASED EMPHASIS ON THE AUDIOLINGUAL SKILLS REQUIRES NEW APPROACHES IN TESTING. THESE SKILLS CAN BE SEPARATED INTO SEVERAL AREAS FOR WHICH GROUP AND INDIVIDUAL OBJECTIVE TESTS CAN BE CONSTRUCTED. EXAMPLES OF GROUP TESTS ARE AURAL WORD-RECOGNITION TESTS AND TESTS OF LISTENING COMPREHENSION. TESTS WHICH MUST BE ADMINISTERED INDIVIDUALLY ARE THOSE DEALING WITH AURAL PERCEPTION OF DIFFICULT SOUNDS, ORAL PRODUCTION OF DIFFICULT SOUNDS, ORAL SELF-EXPRESSION BASED ON PICTORIAL STIMULI, AND ORAL INTERVIEWS WHICH COMBINE SOUND PRODUCTION, AURAL COMPREHENSION, AND ORAL EXPRESSION. THESE OBJECTIVE TESTS CAN BE USED BOTH AS ATTAINMENT TESTS TO ASSESS THE STANDARD ACHIEVEMENT AT CERTAIN MAIN POINTS OF THE COURSE AND AS DIAGNOSTIC INSTRUMENTS TO POINT UP DEFICIENCIES REQUIRING FURTHER ATTENTION. OBJECTIVE TESTS MUST BE CAREFULLY CONSTRUCTED, BUT CAN BE SCORED QUICKLY AND DO NOT REQUIRE THE TEACHER TO MAKE VALUE JUDGMENTS. IF THE TEACHER CAREFULLY PREPARES THE STUDENT ANSWER SHEETS AND HIS OWN SCORING SHEET FOR THE TESTS, THE ADMINISTRATION AND SCORING CAN BE DONE EFFICIENTLY. EXAMPLES ARE GIVEN FOR EACH TYPE OF TEST ITEM FOR FRENCH, WITH SUGGESTIONS FOR CONSTRUCTING, ADMINISTERING, AND SCORING THEM. THIS ARTICLE IS PUBLISHED IN "BABEL," VOLUME 1, NUMBER 2, JULY 1965. (AM)

ED 011 171 FL 000 112

TELEVISION IN THE SERVICE OF FLES TEACHER TRAINING--THE ISU FOREIGN LANGUAGE PROJECT.

By- HORVAY, FRANK D.

PUB DATE 28 DEC 65

EDRS PRICE MF-$0.09 HC-$0.28 7P.

DESCRIPTORS- *FLES TEACHERS, *LANGUAGE RESEARCH, *PRESERVICE EDUCATION, *STUDENT TEACHING, *TELEVISED INSTRUCTION, CLOSED CIRCUIT TELEVISION, EXPERIMENTAL PROGRAMS, ILLINOIS STATE UNIVERSITY LANGUAGE PROJECT, TEACHER EDUCATION, TEACHER SHORTAGE,

AT ILLINOIS STATE UNIVERSITY, SENIOR ELEMENTARY EDUCATION STUDENTS SERVED AS RESOURCE PERSON TRAINEES (RPTS) IN A PROJECT DESIGNED TO PREPARE THEM TO BECOME EITHER FULL-TIME TEACHERS OF FOREIGN LANGUAGES IN THE ELEMENTARY SCHOOLS (FLES) OR REGULAR ELEMENTARY TEACHERS WHO COULD BE ABLE TO ASSIST IN FLES INSTRUCTION PRESENTED THROUGH AUDIOVISUAL MEDIA. THE RPTS, WHO HAD A MINIMUM OF 10 HOURS OF SPANISH AND A METHODS COURSE, WERE ASSIGNED AS DRILL LEADERS TO THIRD-, FOURTH-, AND FIFTH-GRADE CLASSES IN WHICH INSTRUCTION IN SPANISH WAS GIVEN BY TELEVISION (EXPERIMENTAL GROUP). THEIR DUTIES INCLUDED CONDUCTING A 5-MINUTE DRILL SESSION AFTER EACH 10-MINUTE TELEVISION LESSON, MAKING SURE THAT ALL PUPILS PARTICIPATED IN THE TELEVISION LESSON, AND SERVING AS LIAISON PERSONS BETWEEN THE PUPILS AND THE TELEVISION TEACHER. THE ACHIEVEMENT OF THE SPANISH CLASSES WAS COMPARED WITH THAT OF FRENCH CLASSES TAUGHT BY A SPECIALIST IN THE FLES PROGRAM ALREADY OPERATING IN THE SCHOOL (CONTROL GROUP). THOUGH FINAL RESULTS ARE NOT YET AVAILABLE, THERE ARE ENCOURAGING REPORTS REGARDING THE ACHIEVEMENT OF THE EXPERIMENTAL GROUP IN PRONUNCIATION, COMPREHENSION, STRUCTURE, AND ATTITUDE TOWARD FOREIGN LANGUAGE STUDY. THIS PAPER WAS PREPARED FOR THE MODERN LANGUAGE CONFERENCE, "AUDIO-VISUAL MATERIALS IN TEACHER PREPARATION" (29TH, DECEMBER 28, 1965). (AM)

ED 011 172 FL 000 268

APPLICABLE LINGUISTICS FOR LANGUAGE TEACHERS.

By- GLADNEY, FRANK Y.

PUB DATE OCT 66

EDRS PRICE MF-$0.09 HC-$0.40 10P.

DESCRIPTORS- *APPLIED LINGUISTICS, *LANGUAGE INSTRUCTION, *RUSSIAN, *STRUCTURAL ANALYSIS, *TRANSFORMATION THEORY (LANGUAGE), AUDIOLINGUAL SKILLS, LEARNING THEORIES, MORPHOLOGY (LANGUAGES), PHONOLOGY, READING SKILLS, SYNTAX, TRANSLATION,

TRADITIONALLY OR OTHERWISE NONLINGUISTICALLY ORIENTED LANGUAGE TEACHERS WILL FIND IN THE NEW GENERATIVE-TRANSFORMATION GRAMMAR A REFUTATION OF MANY OF THE CURRENTLY ACCEPTED LINGUISTIC (SPECIFICALLY STRUCTURALIST) TEACHINGS AND A CONFIRMATION OF SOME TRADITIONAL IDEAS ABOUT LANGUAGE LEARNING. FOR INSTANCE, THE TRADITIONAL SPELLING OF ENGLISH (ALSO OF RUSSIAN) IS PHONEMIC IN A NEWER SENSE OF THE WORD. PHONOLOGY SHOULD BE BROADENED TO INCLUDE PART OF MORPHOLOGY, THE REST OF MORPHOLOGY BELONGING PROPERLY TO SYNTAX. THE REPUTED OPPOSITION OF THE TRADITIONAL GOALS OF READING AND TRANSLATING TO AUDIOLINGUAL GOALS IS THUS PUT IN THE PROPER PERSPECTIVE. THIS ARTICLE IN PUBLISHED IN THE "ILLINOIS JOURNAL OF EDUCATION," VOLUME 57, NUMBER 6, WHOLE NUMBER 534, OCTOBER 1966. (AUTHOR)

ED 011 173 FL 000 270

APPLIED LINGUISTICS.

By- KETTELKAMP, GILBERT C.

PUB DATE OCT 66

EDRS PRICE MF-$0.09 HC-$0.28 7P.

DESCRIPTORS- *APPLIED LINGUISTICS, *ARTICULATION (SPEECH), *CONTRASTIVE LINGUISTICS, *LANGUAGE TEACHERS, *TEACHER QUALIFICATIONS, TEACHER EDUCATION CURRICULUM,

THE MODERN FOREIGN LANGUAGE TEACHER SHOULD SPEAK FLUENTLY AND PRONOUNCE CORRECTLY THE LANGUAGE HE TEACHES, KNOW ITS LINGUISTIC STRUCTURE, AND BE ABLE TO USE EFFECTIVELY ALL FACILITIES THAT WILL HELP HIM ATTAIN HIS TEACHING OBJECTIVES. HE NEEDS A KNOWLEDGE OF THE STRUCTURAL LINGUISTICS OF BOTH THE FOREIGN LANGUAGE AND HIS OWN SO THAT HE CAN MAKE CONTRASTIVE AND COMPARATIVE ANALYSES OF THE TWO LANGUAGES. THIS BACKGROUND WILL ENABLE HIM TO HELP HIS STUDENTS RECOGNIZE AND MASTER THE PATTERNS OF THE NEW LANGUAGE. TEACHER TRAINING INSTITUTIONS SHOULD PROVIDE AN OPPORTUNITY FOR THEIR UNDERGRADUATE TEACHER TRAINEES TO ACQUIRE A KNOWLEDGE OF LINGUISTICS. THIS ARTICLE IS PUBLISHED IN THE "ILLINOIS JOURNAL OF EDUCATION," VOLUME 57, NUMBER 6, WHOLE NUMBER 534, OCTOBER 1966. (AUTHOR) 22

ED 011 174 FL 000 273

APPLIED LINGUISTICS IN FOREIGN LANGUAGE TEACHER TRAINING PROGRAMS.

By- O'CHERONY, ROSALYN

PUB DATE OCT 66

EDRS PRICE MF-$0.09 HC-$0.28 7P.

DESCRIPTORS- *APPLIED LINGUISTICS, *LANGUAGE TEACHERS, *PRESERVICE EDUCATION, *TEACHER EDUCATION CURRICULUM, *TEACHER QUALIFICATIONS, AUDIOLINGUAL METHODS, LANGUAGE INSTRUCTION, LANGUAGE PATTERNS, TEACHING TECHNIQUES,

THE AUTHOR STATES APPLIED LINGUISTICS SHOULD BE INCLUDED AS A REQUIRED COURSE OF STUDY IN THE CURRICULUM FOR FOREIGN LANGUAGE TEACHERS, ALTHOUGH THE INCLUSION POSES MANY PROBLEMS AND NECESSITATES THE EXPANSION OF THE PRESENT-DAY FOREIGN LANGUAGE TEACHER CURRICULUM. THE STUDY OF APPLIED LINGUISTICS CANNOT BE UNDERTAKEN PROFITABLY BEFORE THE STUDENT POSSESSES A HIGH DEGREE OF PROFICIENCY IN ALL ASPECTS OF THE FOREIGN LANGUAGE AND THE NATIVE LANGUAGE TOGETHER WITH KNOWLEDGE AND SKILLS IN THE FIELDS OF DESCRIPTIVE LINGUISTICS AND THE PSYCHOLOGY OF LANGUAGE LEARNING. THE IMPLICATION IS THAT, IF FOREIGN LANGUAGE TEACHERS ARE TO BE GIVEN BETTER PROFESSIONAL TRAINING THAN IS GENERALLY AVAIABLE TODAY, A REVISED CURRICULUM INCLUDING APPLIED LINGUISTICS AND RELATED SUBJECTS IS IN ORDER. THIS ARTICLE IS PUBLISHED IN THE "ILLINOIS JOURNAL OF EDUCATION," VOLUME 57, NUMBER 6, WHOLE NUMBER 534, OCTOBER 1966. (AUTHOR)

ED 011 175 FL 000 274

ALL'S WELL THAT ENDS BADLY.

By- ROSEN, NATHAN

PUB DATE 66

EDRS PRICE MF-$0.09 HC-$0.96 24P.

DESCRIPTORS- *COLLEGE LANGUAGE PROGRAMS, *LANGUAGE INSTRUCTION, *MODERN LANGUAGE CURRICULUM, *RUSSIAN, *TEXTBOOKS, AUDIOLINGUAL METHODS, GRAMMAR TRANSLATION METHODS, READING SKILLS, TEACHING METHODS, VOCABULARY DEVELOPMENT,

IF STATISTICS WERE AVAILABLE ON THE DROPOUT RATE AND UNSATISFACTORY ACHIEVEMENT OF COLLEGE STUDENTS TAKING RUSSIAN, THEY WOULD PROBABLY SUPPORT THE WIDELY HELD OPINION THAT RUSSIAN IS DIFFICULT. THE DIFFICULTY IS ATTRIBUTABLE LARGELY TO THE FACT THAT RUSSIAN IS NEITHER A GERMANIC NOR A ROMANCE LANGUAGE, AND STUDENTS THUS FIND IT HARD TO RECOGNIZE COGNATES AND TO ACQUIRE AN ACTIVE VOCABULARY. NEW TEXTBOOKS AND METHODS, BOTH AUDIOLINGUAL AND GRAMMAR-TRANSLATION ARE NEEDED THAT WILL FACE THE VOCABULARY PROBLEM. INSTEAD OF REQUIRING AN ACTIVE COMMAND OF GRAMMAR AND VOCABULARY FROM THE OUTSET, TEACHERS SHOULD AIM AT DEVELOPING IN THEIR STUDENTS AN ACCURATE PRONUNCIATION, A THOROUGH BUT PASSIVE COMMAND OF GRAMMAR, AND A LARGE READING VOCABULARY. THESE SKILLS, ADMITTEDLY, ARE GAINED AT THE EXPENSE OF A LIMITED AND DOUBTFUL ORAL FLUENCY. IN THE FIRST TERM OF COLLEGE WORK THE BASIC ELEMENTS OF GRAMMAR AND A 500-WORD VOCABULARY SHOULD BE COVERED. THE OTHER TERMS SHOULD BE DEVOTED TO DEVELOPING A LARGE PASSIVE VOCABULARY BY MEANS OF READERS WITH VISIBLE VOCABULARIES AND STIMULATING MATERIAL ON RUSSIAN CULTURE. AFTER 2 YEARS OF NONINTENSIVE COURSES THE STUDENT WILL HAVE A CORRECT PRONUNCIATION, A RELIABLE COMMAND OF GRAMMAR, UNUSUAL FLUENCY IN READING, INSIGHT INTO RUSSIAN CULTURE, AND THE DESIRE AS WELL AS THE SOLID BASIS FOR GOING ON TO ADVANCED COURSES. THIS ARTICLE IS PUBLISHED IN "THE SLAVIC AND EAST EUROPEAN JOURNAL, "VOLUME 10, NUMBER 1, SPRING 1966. (AUTHOR)

ED 011 176 FL 000 275

RUSSIAN TEACHING--IT DOESN'T HAVE TO END BADLY.

By- WALKER, CLAIRE

PUB DATE 66

EDRS PRICE MF-$0.09 HC-$0.56 14P.

DESCRIPTORS- *COURSE OBJECTIVES, *LANGUAGE PROGRAMS, *RUSSIAN, *TEXTBOOKS, *VOCABULARY DEVELOPMENT, AUDIOLINGUAL METHODS, CLASSROOM GAMES, COLLEGE LANGUAGE PROGRAMS, LANGUAGE SKILLS, LEARNING ACTIVITIES, SECONDARY SCHOOLS,

TWO CONSIDERATIONS ARE STILL BASIC IN TEACHING RUSSIAN. FIRST A STUDENT MUST ACQUIRE A REALISTIC UNDERSTANDING OF THE TASK INVOLVED IN LEARNING RUSSIAN AND MUST ACCEPT THE RESPONSIBILITY FOR APPLYING HIMSELF TOWARD KNOWN OBJECTIVES RATHER THAN MERELY PUTTING IN TIME. IF A STUDENT IS TO HAVE A CLEAR PICTURE OF HIS GOALS HE COULD BE TOLD THAT ABOUT 1,000 CONTACT HOURS OF LISTENING AND SPEAKING IN RUSSIAN ARE NECESSARY FOR ACHIEVING A MEASURE OF COMMUNICATIVE SKILL. SECONDLY, A STUDENT MUST BE ABLE TO FEEL HIS PROGRESS AND ENJOY THE PROCESS, IF HE IS TO PUT IN THE NECESSARY, PROTRACTED EFFORT FOR MASTERY. HE MUST BE ABLE TO SEE THAT THE NUMBER OF SITUATIONS WITH WHICH HE IS ABLE TO COPE GRADUALLY INCREASES, AS DOES THE TIME HE IS ABLE TO SUSTAIN COMMUNICATION, AND THAT HE IS MAKING PROGRESS IN ACQUIRING THE 500-WORD VOCABULARY THAT IS BECOMING ACCEPTED AS AN ADEQUATE BASE. FOR THESE GOALS, HOWEVER, TEACHERS NEED BETTER MATERIALS THAN THOSE NOW AVAILABLE, ESPECIALLY TEXTBOOKS AND SELF-GRADED VOCABULARY TESTS. MOREOVER, FOR EMPHASIS ON ENJOYMENT, CLASS TIME SHOULD BE FOUND FOR PLAYING GAMES THAT WILL PERMIT A RELAXED USE OF THE LANGUAGE. THIS ARTICLE IS

PUBLISHED IN "THE SLAVIC AND EAST EUROPEAN JOURNAL," VOLUME 10, NUMBER 3, FALL 1966. (AUTHOR)

ED 011 177 FL 000 280

DISCOURSE ON METHODS.

By- BOUCHER, JOHN G.

PUB DATE 66

EDRS PRICE MF-$0.09 HC-$0.24 7P.

DESCRIPTORS- *AUDIOLINGUAL METHODS, *LANGUAGE INSTRUCTION, *METHODS RESEARCH, *PSYCHOLINGUISTICS, *TEACHING METHODS, GRAMMAR TRANSLATION METHODS, HABIT FORMATION, LANGUAGE PATTERNS, LANGUAGE RESEARCH, TEACHER ATTITUDES, TEACHING TECHNIQUES,

THE AUTHOR STATES THAT BEFORE PRESENT FOREIGN LANGUAGE TEACHING METHODS CAN BE DISCUSSED INTELLIGENTLY, THE RESEARCH IN PSYCHOLOGY AND LINGUISTICS WHICH HAS INFLUENCED THE DEVELOPMENT OF THESE METHODS MUST BE CONSIDERED. MANY FOREIGN LANGUAGE TEACHERS WERE BEGINNING TO FEEL COMFORTABLE WITH THE AUDIOLINGUAL APPROACH WHEN NOAM CHOMSKY, IN HIS 1966 NORTHEAST CONFERENCE REPORT, UPSET WHAT HAD BECOME FOR THEM THE STATUS QUO BY SERIOUSLY QUESTIONING MUCH OF THE WORK DONE IN LINGUISTICS IN RECENT YEARS. IRVING SALTZMAN ALSO DOUBTS THAT MUCH MORE IS KNOWN ABOUT FOREIGN LANGUAGE TEACHER THAN BEFORE THE "REVOLUTION" WHEN THE GRAMMAR-TRANSLATION METHOD WAS PROMINENTLY USED. INSTEAD OF DEBUNKING THE RATIONALE SUPPORTING EITHER METHOD, OR WAITING FOR SOMEONE TO SOLVE THE PROBLEMS WITH A RIGID SET OF METHODOLOGICAL RULES, THE TEACHER CAN BE SUCCESSFUL IF HE WORKS OUT HIS OWN OBJECTIVES WHILE DILIGENTLY KEEPING UP TO DATE ON THE RESEARCH BEING DONE IN HIS FIELD. THE TEACHER'S PROFESSIONAL ATTITUDE AND ACTIVITIES WILL HELP HIM REFINE HIS OWN TECHNIQUES. THIS ARTICLE IS PUBLISHED IN "FOREIGN LANGUAGE NEWS AND VIEWS IN NEW HAMPSHIRE," VOLUME 12, NUMBER 1, FALL 1966. (AS)

ED 011 178 FL 000 285

SEQUENTIAL PROGRAMS IN FOREIGN LANGUAGE FOR A RESTRUCTURED CURRICULUM, GRADES 7-12.

By- PAQUETTE, F. ANDRE

EDUCATIONAL RESEARCH COUNCIL OF GREATER CLEVELAND

PUB DATE 1 MAR 66

EDRS PRICE MF-$0.18 HC-$3.24 81P.

DESCRIPTORS- *CURRICULUM DEVELOPMENT, *FLEXIBLE SCHEDULES, *LANGUAGE LEARNING LEVELS, *LANGUAGES, *SECONDARY SCHOOLS, CLEVELAND, COURSE OBJECTIVES, CURRICULUM RESTRUCTURING PROJECT, INDEPENDENT STUDY, INDIVIDUAL INSTRUCTION, INSTRUCTIONAL MATERIALS, LEARNING ACTIVITIES, SMALL GROUP INSTRUCTION,

A PLAN IS PRESENTED FOR REDESIGNING THE FOREIGN LANGUAGE CURRICULUM IN THE SECONDARY SCHOOLS, BASED PRIMARILY ON THE USE OF FLEXIBLE SCHEDULING, THE REVISION OF COURSE CONTENT AND ACTIVITIES, AND THE ESTABLISHMENT OF MINIMUM SEQUENCES OF 6 YEARS IN MODERN LANGUAGES AND 4 YEARS IN LATIN. TOPICS DISCUSSED ARE (1) THE VALUES OF FOREIGN LANGUAGE STUDY, (2) GENERAL AND SPECIFIC OBJECTIVES, (3) THE PROGRAM SCHEDULE, (4) TESTING, AND (5) THE SUPERVISION OF THE PROGRAM. THE TOPIC RECEIVING MAJOR EMPHASIS IS THE DIVISION OF CONTENT AND LEARNING ACTIVITIES FOR SMALL GROUP, LARGE GROUP, AND INDIVIDUAL INSTRUCTION. CHARTS ARE GIVEN SHOWING THESE DIVISIONS FOR EACH OF THE FOUR SKILLS OF LISTENING, SPEAKING, READING, AND WRITING IN THE FIRST LEVEL OF MODERN LANGUAGE INSTRUCTION IN GRADES 7 AND 8, AND FOR THE COURSE ACTIVITIES FOR THE FIRST LEVEL OF LATIN INSTRUCTION IN GRADES 9 AND 10. AN EXTENSIVE LIST OF CRITERIA FOR THE EVALUATION OF 16 TYPES OF INSTRUCTIONAL MATERIALS IS GIVEN IN AN APPENDIX. (AM)

ED 011 179 FL 000 286

STIMULUS MODES AND LANGUAGE MEDIA--A STUDY OF BILINGUALS.

By- MASSAD, CAROLYN ENRICK AND OTHERS

PUB DATE FEB 66

EDRS PRICE MF-$0.09 HC-$0.32 13P.

DESCRIPTORS- *BILINGUALISM, *LANGUAGE RESEARCH, *PICTORIAL STIMULI, *VERBAL STIMULI, *VISUAL LEARNING, AUDIOVISUAL INSTRUCTION, CHICAGO, CONCEPT FORMATION, ENGLISH, LEARNING PROCESSES, SPANISH, VISUAL PERCEPTION,

ELEVEN ENGLISH-SPANISH BILINGUAL COLLEGE STUDENTS PARTICIPATED IN A WORD-ASSOCIATION STUDY. EACH SUBJECT WAS PRESENTED 35 STIMULI IN EACH OF FOUR CONDITIONS--PRINTED ENGLISH WORDS FOR ENGLISH RESPONSES, PICTURES FOR ENGLISH RESPONSES, PRINTED SPANISH WORDS FOR SPANISH RESPONSES, AND PICTURES FOR SPANISH RESPONSES. THE SPANISH-PRINTED WORDS WERE THE COMMON EQUIVALENT TRANSLATION OF THE ENGLISH WORDS. THE PICTURES WERE SIMPLE LINE DRAWINGS OF THE OBJECTS NAMED BY THE 35 PRINTED WORD STIMULI. EACH SUBJECT WAS RANDOMLY ASSIGNED THE ORDER OF PRESENTATION OF EACH OF THE FOUR CONDITIONS. THE RESULTS, CATEGORIZED INTO SENSE-IMPRESSION AND NON-SENSE-IMPRESSION RESPONSES, INDICATED THAT IN BOTH ENGLISH AND SPANISH THE PROPORTION OF SENSE-IMPRESSION RESPONSES DID NOT VARY SIGNIFICANTLY ACROSS THE TWO STIMULUS MODES (WORDS AND PICTURES), NOR DID THE PROPORTION OF SENSE-IMPRESSION RESPONSES VARY SIGNIFICANTLY ACROSS THE TWO LANGUAGES, WHETHER STIMULI WERE PRESENTED IN THE WORD OR PICTURE MODE. HOWEVER, A TREND SEEN IN THE DATA TENDS TO INDICATE THAT WORDS RATHER THAN PICTURES EVOKE MORE SENSORY REACTIONS AND THAT ONE LANGUAGE (SPANISH) ELICITS MORE SENSE-IMPRESSION RESPONSES THAN ANOTHER (ENGLISH). A LARGER STUDY IS NEEDED. ONE OF SEVERAL IMPLICATIONS OF THE STUDY IS THE NEED TO CAREFULLY EVALUATE AUDIOVISUAL INSTRUCTIONAL METHODS IN LANGUAGE TEACHING. TABLES OF THE STIMULUS WORDS, THE RESPONSE CATEGORIES, AND CONCLUDING DATA ARE INCLUDED WITH A LIST OF REFERENCES. THIS PAPER WAS READ AT THE AMERICAN EDUCATIONAL RESEARCH ASSOCIATION CONFERENCE (CHICAGO, FEBRUARY 1966). (AUTHOR)

ED 011 180 FL 000 289

COUNTER-REVOLUTION IN FOREIGN LANGUAGE TEACHING.

By- HOCKING, ELTON

PUB DATE DEC 66

EDRS PRICE MF-$0.09 HC-$0.32 8P.

DESCRIPTORS- *AUDIOLINGUAL METHODS, *LANGUAGE INSTRUCTION, *LANGUAGES, *LEARNING THEORIES, *READING INSTRUCTION, ADVANCED PLACEMENT, APPLIED LINGUISTICS, AUDIOLINGUAL SKILLS, AUDIOVISUAL AIDS, FOREIGN CULTURE, LANGUAGE LABORATORY USE, LANGUAGE LEARNING LEVELS, LITERATURE, MODERN LANGUAGE CURRICULUM, PSYCHOLINGUISTICS, SAN RAFAEL, TRANSLATION,

THE AUTHOR STATES THAT THE AUDIOLINGUAL REVOLUTION IS BEING SUBJECTED TO A COUNTER-REVOLUTION IS APPARENT IN SUCH

RECENT DEVELOPMENTS AS THE 1966 NORTHEAST CONFERENCE, WHEN CARROLL, FERGUSON, AND CHOMSKY DENIED THAT PSYCHOLOGY AND LINGUISTICS PROVIDE DIRECT SUPPORT FOR AUDIOLINGUAL TEACHING, THE WRITINGS OF RIVERS, HAYES, BELASCO, AND VALDMAN WHO HAVE CRITICIZED SPECIFIC ASPECTS OF THE THEORY AND PRACTICE, AND THE MANY ARTICLES THAT HAVE QUESTIONED THE VALUE OF THE LANGUAGE LABORATORY. INCREASING CONCERN WITH READING, AS SUCH, THREATENS TO SHORTEN THE TIME DEVOTED TO AUDIOLINGUAL TRAINING. CONVERSELY, SWEET AND DEWITT (FOR LATIN), AND ESPECIALLY THE LATE GEORGE SCHERER (FOR GERMAN) HAVE INCREASINGLY URGED THAT "DIRECT READING" (WITHOUT COVERT TRANSLATION) CAN DEVELOP ONLY FROM AUDIOLINGUAL SKILLS. SCHERER'S THEORY AND PRACTICE OF SLOWLY PROGRESSIVE AND "PROGRAMED" AUDIOLINGUAL READING IS BECOMING INFLUENTIAL. A STRONG COUNTER-INFLUENCE IS EXERTED BY THE ADVANCED PLACEMENT PROGRAM, WHOSE EMPHASIS ON BELLES-LETTRES EXTENDS DOWNWARD AND SIDEWISE, INVOLVING MANY STUDENTS NOT IN THE PROGRAM. SOME PHILOSOPHERS OF HIGHER EDUCATION, SUCH AS BARZUN AND BELL, OBJECT TO THE PROGRAM ITSELF AS INIMICAL TO LIBERAL EDUCATION. CALIFORNIA'S MANDATED 3-YEAR REQUIREMENT PROVIDES A UNIQUE OPPORTUNITY TO VALIDATE AUDIOLINGUAL LEARNING AND TO BRING FOREIGN LANGUAGE AND CULTURE INTO THE MAINSTREAM OF PUBLIC EDUCATION. THIS VENTURE WILL BE AIDED BY THE NEW AUDIOVISUAL RESOURCES FROM ABROAD, AND BY RECENT "COMBINES" OF AMERICAN ELECTRONICS FIRMS AND PUBLISHING HOUSES. THIS ARTICLE IS PUBLISHED IN THE "FOREIGN LANGUAGE NEWSLETTER," VOLUME 15, NUMBER 59, DECEMBER 1966 AND WAS AN ADDRESS TO THE FOREIGN LANGUAGE ASSOCIATION OF NORTHERN CALIFORNIA (SAN RAFAEL, NOVEMBER 5, 1966). (AUTHOR)

ED 011 181 FL 000 300

SPANISH--CONTEMPORARY METHODOLOGY, A SERIES OF INSERVICE STUDY GUIDES FOR MODERN FOREIGN LANGUAGE TEACHERS.
By- FELDMAN, DAVID M. KLINE, WALTER D.
COLORADO STATE DEPT. OF EDUCATION, DENVER

PUB DATE OCT 66

EDRS PRICE MF-$0.18 HC-$3.48 87P.

DESCRIPTORS- *APPLIED LINGUISTICS, *INSERVICE COURSES, *SPANISH, *STUDY GUIDES, *TEACHING TECHNIQUES, AUDIOLINGUAL METHODS, CULTURAL CONTEXT, DENVER, LANGUAGE LABORATORIES, LANGUAGE LEARNING LEVELS, PATTERN DRILLS (LANGUAGE), PRONUNCIATION INSTRUCTION, READING INSTRUCTION, TESTING, VOCABULARY DEVELOPMENT, WRITING EXERCISES,

THE NEED TO PROVIDE COLORADO'S MODERN LANGUAGE TEACHERS WITH A STATE INSERVICE PROGRAM TO HELP THEM RELATE LINGUISTIC THEORIES AND FINDINGS TO CLASSROOM TECHNIQUES RESULTED IN THE PUBLICATION OF THIS STUDY GUIDE FOR SPANISH TEACHERS BY THE COLORADO STATE DEPARTMENT OF EDUCATION. DESIGNED FOR USE BY INDEPENDENT STUDY GROUPS, THE GUIDE STRESSES AN AUDIOLINGUAL APPROACH AND CONTAINS SECTIONS ON (1) THE NATURE OF LANGUAGE, (2) THE APPLICATION OF LINGUISTICS TO LANGUAGE TEACHING, (3) TEACHING PROCEDURES, (4) DRILLS FOR TEACHING PRONUNCIATION, (5) SYNTACTIC DRILLS, (6) THE USE OF THE LANGUAGE LABORATORY, (7) READING AND WRITING INSTRUCTION, (8) TESTING, (9) CULTURE, (10) TEXTBOOKS, (11) VOCABULARY DEVELOPMENT, AND (12) PLANNING THE LEVELS OF THE FOREIGN LANGUAGE SEQUENCE. LISTS OF DISCUSSION TOPICS AND RECOMMENDED READINGS ACCOMPANY EACH SECTION, AND THOSE SECTIONS DEALING WITH TECHNIQUES CONTAIN SAMPLE DRILLS. THIS DOCUMENT IS ALSO AVAILABLE FROM TITLE III NDEA SECTION, COLORADO DEPARTMENT OF EDUCATION, DENVER, COLORADO 80203, FOR $1.25. (AM)

ED 011 182 FL 000 323

AMERICAN SOURCES OF SPANISH REALIA.
KANSAS STATE TEACHERS COLLEGE, EMPORIA
EDRS PRICE MF-$0.09 HC-$0.40 10P.

DESCRIPTORS- *AUDIOVISUAL AIDS, *BIBLIOGRAPHIES, *REALIA, *RESOURCE MATERIALS, *SPANISH, EMPORIA,

DESIGNED FOR SPANISH TEACHERS AT ALL LEVELS, THIS BIBLIOGRAPHY OF SELECTED SPANISH REALIA CURRENTLY AVAIABLE IN THE UNITED STATES CONTAINS SECTIONS ON PICTURES, SLIDES, FILMS, MAPS, NEWSPAPERS AND MAGAZINES, TAPES AND PHONOGRAPH RECORDS, AND PINS AND MEDALS. EACH ITEM IS ANNOTATED FOR CONTENT, COST (WHEN APPROPRIATE), NAME AND ADDRESS OF PUBLISHER OR SUPPLIER, AND AVAILABILITY OF CATALOGS. THERE IS ALSO A LIST OF INTERNATIONAL CORRESPONDENCE BUREAUS. (AM)

ED 011 183 FL 000 325

AMERICAN SOURCES OF REALIA FOR FRENCH CLASSES--REVISED EDITION, 1966.
KANSAS STATE TEACHERS COLLEGE, EMPORIA

PUB DATE 66

EDRS PRICE MF-$0.09 HC-$0.32 8P.

DESCRIPTORS- *AUDIOVISUAL AIDS, *BIBLIOGRAPHIES, *FRENCH, *REALIA, *RESOURCE MATERIALS, EMPORIA,

DESIGNED FOR FRENCH TEACHERS AT ALL LEVELS, THIS BIBLIOGRAPHY OF SELECTED REALIA CURRENTLY AVAILABLE IN THE UNITED STATES CONTAINS SECTIONS ON PICTURES, MATERIALS FROM SERVICE BUREAUS, LOAN EXHIBITS, MAPS, NEWSPAPERS AND MAGAZINES IN FRENCH, PHONOGRAPH RECORDS, SLIDES AND FILMS, SONGS, AND TAPES. EACH ITEM IS ANNOTATED FOR CONTENT, COST (WHEN APPROPRIATE), NAME AND ADDRESS OF PUBLISHER OR SUPPLIER, AND AVAILABILITY OF CATALOGS. THERE IS ALSO A LIST OF INTERNATIONAL CORRESPONDENCE BUREAUS. (AM)

ED 011 184 FL 000 326

THE FRENCH CLUB.
KANSAS STATE TEACHERS COLLEGE, EMPORIA
EDRS PRICE MF-$0.09 HC-$0.20 7P.

DESCRIPTORS- *CLUBS, *COCURRICULAR ACTIVITIES, *FRENCH, *RESOURCE GUIDES, *RESOURCE MATERIALS, EMPORIA,

DESIGNED FOR TEACHERS IN HIGH SCHOOLS AND COLLEGES WHO DIRECT FRENCH CLUBS, THIS GUIDE SUGGESTS CONTENT AND REFERENCES FOR CLUB ACTIVITIES AND PROGRAMS. SECTIONS OF THE GUIDE DEAL WITH TOPICS FOR GUEST LECTURERS, PROGRAMS SUITABLE FOR PRESENTATION BY STUDENTS, WORKS APPROPRIATE FOR DRAMATIC PRESENTATION, GAMES, AND PARLIAMENTARY EXPRESSIONS IN FRENCH. (AM)

ED 011 185 FL 000 361

NDEA INSTITUTES, SUMMER 1961--A SURVEY.
By- WALSH, DONALD D.

PUB DATE APR 64

EDRS PRICE MF-$0.09 HC-$0.24 6P.

DESCRIPTORS- *EVALUATION, *INSERVICE TEACHER EDUCATION,

*MODERN LANGUAGES, *PRESERVICE EDUCATION, INSTITUTES (TRAINING PROGRAMS), NDEA LANGUAGE INSTITUTES, TEACHER EDUCATION CURRICULUM, TEACHER IMPROVEMENT,

QUESTIONNAIRE DATA FROM A STUDY OF THE IMPACT OF NDEA LANGUAGE INSTITUTES ON PARTICIPANTS WERE SUMMARIZED. INCLUDED WERE THE RATINGS GIVEN BY THE PARTICIPANTS FOR THE INSTITUTE INSTRUCTION AND FOR THEIR PREVIOUS COLLEGE TRAINING, AND REPORTED STRENGTHS AND WEAKNESSES OF THE INSTITUTE PROGRAM. RATINGS FOR INSTRUCTION IN LISTENING COMPREHENSION, SPEAKING, READING, WRITING, LINGUISTICS, CULTURE, LABORATORY, AND METHODS WERE SUMMARIZED IN STATISTICAL TABLES AND WERE INTERPRETED. ALSO REPORTED WERE THE WAYS IN WHICH THE INSTITUTE EXPERIENCE RESULTED IN THE PROFESSIONAL ADVANCEMENT OF THE PARTICIPANTS. THIS ARTICLE IS A REPRINT FROM "THE MODERN LANGUAGE JOURNAL," VOLUME 48, NUMBER 4, APRIL 1964. (AM)

ED 011 186 JC 680 012

DESIRABLE CHARACTERISTICS OF AND CRITERIA FOR ESTABLISHING A SYSTEM OF COMMUNITY COLLEGES IN KENTUCKY.
By- DAVIS, L. MITCHELL
KENTUCKY STATE DEPT. OF EDUCATION, FRANKFORT
REPORT NUMBER EDUCATIONAL BULL-VOL-34-NO-1 PUB DATE JAN 68
EDRS PRICE MF-$0.27 HC-$6.72 168P.

DESCRIPTORS- *COLLEGE PLANNING, *COMMUNITY STUDY, *EDUCATIONAL PLANNING, *JUNIOR COLLEGES, COMMUNITY ATTITUDES, COMMUNITY SUPPORT, ENROLLMENT PROJECTIONS, FRANKFORT, GOVERNANCE, HIGHER EDUCATION, STATE PROGRAMS,

THE OBJECTIVE OF THIS STUDY WAS TO DEVELOP A SET OF DESIRABLE CHARACTERISTICS AND CRITERIA TO BE USED AS GUIDELINES FOR THE INITIATION AND ESTABLISHMENT OF COMMUNITY COLLEGES. INFORMATION IS BASED ON AN EXAMINATION OF STUDIES IN OTHER STATES, RELATED LITERATURE, OPINIONS OF THE HEADS OF INSTITUTIONS OF HIGHER EDUCATION IN KENTUCKY, PRESENT PRACTICES IN OTHER STATES, AND OPINIONS OF EXPERTS IN THE FIELD FROM THOSE STATES. AUTHORIZATION, GOVERNANCE, ENROLLMENT, POPULATION, FINANCING, FACILITIES, EMPLOYMENT NEEDS, PROGRAMS, QUALIFICATIONS, QUALIFICATIONS OF TEACHERS, GUIDANCE AND COUNSELING, TUITION, AND SERVICES ARE DISCUSSED. (HS)

ED 011 187 JC 680 013

FACTORS IN FUTURE DISTRICT ORGANIZATION.
HELBO ASSOCIATES INC., LOS ANGELES, CALIF.
CITRUS JUNIOR COLL., AZUSA, CALIF.
PUB DATE MAY 65
EDRS PRICE MF-$0.18 HC-$2.44 61P.

DESCRIPTORS- *EDUCATIONAL FACILITIES, *ENROLLMENT PROJECTIONS, *FINANCIAL SUPPORT, *JUNIOR COLLEGES, *SCHOOL REDISTRICTING, AZUSA, EDUCATIONAL FINANCE, INTERDISTRICT POLICIES, STATE AID,

CALIFORNIA HAS ACCEPTED THE CONCEPT THAT ALL SCHOOL DISTRICTS ARE TO BE INCLUDED IN JUNIOR COLLEGE DISTRICTS. THIS STUDY DETERMINED WHAT EFFECT ANY CHANGE IN THE TERRITORY NOW INCLUDED IN THE CITRUS JUNIOR COLLEGE DISTRICT WOULD HAVE UPON THE SCHOOL'S ENROLLMENTS, BUILDING PROGRAM, AND FINANCIAL STRUCTURE. TOTAL ENROLLMENT IN THE COLLEGE, 1963-64, WAS 4,592. INCREASES IN ENROLLMENT ARE ANTICIPATED IN APPROXIMATELY 500-STUDENT ANNUAL INCREMENTS. BIRTH RATE AND EXPANSION OF THE CITRUS COLLEGE PROGRAM APPEAR TO ACCOUNT FOR THE RISE. THE DATA PRESENTED INDICATE THAT BOTH THE DUARTE AND MONROVIA UNIFIED SCHOOL DISTRICTS WOULD BEST BE SERVED BY BECOMING A PART OF THE CITRUS JUNIOR COLLEGE DISTRICT. APPROXIMATELY HALF OF THE JUNIOR COLLEGE STUDENTS OF THESE TWO DISTRICTS ARE ALREADY ATTENDING CITRUS COLLEGE. AS A CONDITION OF ANNEXATION, THE BONDED INDEBTEDNESS OF THE CITRUS COLLEGE DISTRICT SHOULD BE ASSUMED BY EACH OF THE ANNEXING TERRITORIES. IN ADDITION, CITRUS DISTRICT IS DECREASING IN RELATIVE WEALTH PER ADA AND HAS AN INCREASING RELIANCE ON STATE AID. INCLUDED IN THIS STUDY ARE FREQUENCY TABLES SHOWING ADA, ENROLLMENT PROJECTIONS, FINANCIAL COMPILATIONS, AND TUITION COSTS. (HS)

ED 011 188 JC 680 016

A STUDY OF INNOVATIONS IN CALIFORNIA JUNIOR COLLEGE EVENING DIVISIONS, PART II.
By- PRICE, CARROLL S.
PUB DATE MAY 66
EDRS PRICE MF-$0.09 HC-$1.92 48P.

DESCRIPTORS- *EVENING PROGRAMS, *INNOVATION, *INSTRUCTIONAL INNOVATION, *JUNIOR COLLEGES, ALTA LOMA, COMMUNITY SERVICES, COUNSELING SERVICES, CURRICULUM DEVELOPMENT, FACULTY, INSTRUCTIONAL IMPROVEMENT, STUDENT SERVICES,

IN ORDER TO DEFINE THE ROLE OF THE EVENING DIVISIONS IN STIMULATING PROGRAM DEVELOPMENT AND INNOVATIVE PRACTICES, THE AUTHOR ANALYZED QUESTIONNAIRES RETURNED BY 12 COLLEGES. DATA FROM 30 COLLEGES OBTAINED SIMILARLY AND REPORTED IN AN EARLIER STUDY ARE COMPARED ON SUCH VARIABLES AS RATE OF GROWTH, AVERAGE ENROLLMENT, NUMBER OF COURSES OFFERED, AND FACULTY SALARIES. THE EXTENT OF USE OF PROGRAMED TEACHING MATERIALS, EDUCATIONAL TELEVISION, LANGUAGE LABORATORIES, TEAM TEACHING, CREDIT BY EXAMINATION, PASS-FAIL SYSTEMS, AND EDUCATIONAL MATERIALS CENTERS ARE ALSO DISCUSSED. A 21 POINT SUMMARY OF FINDINGS INDICATES EXISTENCE OF A FAVORABLE CLIMATE FOR EXPERIMENTATION IN THE EVENING DIVISION AND INCLUDES DISCUSSION OF ADMINISTRATIVE PRACTICES, EXTRACURRICULAR PROGRAMS, ORIENTATION, AND COUNSELING OPPORTUNITIES FOR THE EVENING STUDENT. A BIBLIOGRAPHY IS APPENDED. (AL)

ED 011 189 JC 680 020

THE TRAINING AND WORK OF CALIFORNIA PUBLIC JUNIOR COLLEGE TEACHERS OF ENGLISH.
By- BOSSONE, RICHARD M.
RIVERSIDE COUNTY DEPT. OF EDUCATION, CALIF.
PUB DATE 64
EDRS PRICE MF-$0.09 HC-$1.96 49P.

DESCRIPTORS- *ENGLISH INSTRUCTION, *JUNIOR COLLEGES, *TEACHER CHARACTERISTICS, *TEACHER EDUCATION, *TEACHER IMPROVEMENT, ENGLISH, ENGLISH CURRICULUM, RIVERSIDE COUNTY, TEACHER QUALIFICATIONS, TEACHING LOAD,

TO ASCERTAIN THE PROFESSIONAL PREPARATION AND COMPETENCE OF JUNIOR COLLEGE ENGLISH TEACHERS, ANALYZE THE NUMBER AND NATURE OF ENGLISH COURSES BEING OFFERED, AND DETERMINE WHAT CONSTITUTES A TYPICAL ASSIGNMENT FOR BEGINNING TEACHERS, A

QUESTIONNAIRE WAS SENT TO THE DEANS OF INSTRUCTION AT 71 CALIFORNIA PUBLIC JUNIOR COLLEGES. THE DATA PRESENTED ARE BASED ON 54 RETURNS. THESE RETURNS INDICATE THAT 785 JUNIOR COLLEGE TEACHERS WERE ASSIGNED TO ONE OR MORE ENGLISH COURSES IN JANUARY 1964. GENERALLY, THE DATA REFLECT THAT THE PRESENT BACKGROUND AND TRAINING OF THE TEACHERS OF ENGLISH ARE INADEQUATE AND THAT A GREAT DIVERSITY OF PRACTICES AND POLICIES IN TEACHING CREATES CONFUSION AND IMPEDES PROGRESS. IT IS RECOMMENDED THAT, IN ADDITION TO HOLDING A MASTER'S DEGREE, THE JUNIOR COLLEGE ENGLISH TEACHER SHOULD BE KNOWLEDGEABLE ABOUT THE JUNIOR COLLEGE AND THE JUNIOR COLLEGE STUDENT. RECOMMENDATIONS FOR IMPROVING WORKING CONDITIONS AND FOR CONTINUING THE EDUCATION OF TEACHERS ARE INCLUDED. INFORMATION ON TEACHER TRAINING, NUMBER AND TYPE OF COURSES TAUGHT, AND BEGINNING ASSIGNMENTS IS ALSO GIVEN. (HS)

ED 011 190 JC 680 044

ANALYSIS OF S.C.A.T. ENTRANCE EXAMINATION, FALL 1964.
BY- GOLD, BENJAMIN K.
LOS ANGELES CITY COLL., CALIF.
REPORT NUMBER COUNSELING CENTER STUDY-64-14 PUB DATE NOV 64
EDRS PRICE MF-$0.09 HC-$0.72 18P.

DESCRIPTORS- *COLLEGE ENTRANCE EXAMINATIONS, *JUNIOR COLLEGES, *STUDENT CHARACTERISTICS, ACADEMIC ABILITY, LOS ANGELES, SCHOOL AND COLLEGE APTITUDE TEST (SCAT),

LITTLE DIFFERENCE IN THE PERFORMANCE OF THE 4,502 STUDENTS WHO TOOK THE SCHOOL AND COLLEGE APTITUDE TEST IN FALL 1964 AND THAT OF STUDENTS OVER THE PREVIOUS 7 YEARS CAN BE NOTED. PERFORMANCE HAS REMAINED CONSISTENTLY BELOW THE NATIONAL NORM, ESPECIALLY IN THE QUANTITATIVE AREA. MALE PERFORMANCE WAS BETTER THAN THAT OF FEMALES. THERE IS LITTLE CORRELATION BETWEEN SCORES AND AGE. THE PERFORMANCE OF STUDENTS FROM SOUTHERN STATES WAS THE POOREST OF ANY GROUP. ONE-FOURTH OF ALL STUDENTS TAKING THE ENTRANCE EXAMINATION HAD ATTENDED COLLEGE PREVIOUSLY, AND THEIR PERFORMANCE WAS DEFINITELY SUPERIOR TO THAT OF THE FIRST-TIME STUDENTS. (HS)

ED 011 191 JC 680 047

INTERRELATIONSHIPS BETWEEN SELECTED PSYCHOLOGICAL AND ACADEMIC MEASURES IN AN EXPERIMENTAL PROGRAM FOR "LOW-ABILITY" STUDENTS.
BY- YOUNG, EDWIN A.
LOS ANGELES CITY COLL., CALIF.
REPORT NUMBER COUNSELING CENTER STUDY-65-2 PUB DATE MAR 65
EDRS PRICE MF-$0.09 HC-$0.60 13P.

DESCRIPTORS- *ACADEMIC ABILITY, *ACADEMIC ACHIEVEMENT, *JUNIOR COLLEGES, *LOW ACHIEVERS, *MOTIVATION, EDUCATIONAL GUIDANCE, LOS ANGELES, PREDICTION, PREDICTIVE ABILITY (TESTING), SPECIAL PROGRAMS, TESTING,

GRADES OF 64 STUDENTS IN A SPECIAL PSYCHOLOGY CLASS FOR LOW-ABILITY STUDENTS WERE CORRELATED WITH SCORES ON SELECTED APTITUDE, ACHIEVEMENT, AND MOTIVATIONAL MEASURES. READING COMPREHENSION WAS THE BEST PREDICTOR OF SUCCESS. ACADEMIC ACHIEVEMENT TEST SCORES PREDICTED GRADES BETTER FOR WOMEN THAN FOR MEN. IN GENERAL, SCORES ON VARIOUS TESTS OF ACADEMIC APTITUDES PREDICTED SUCCESS FOR WOMEN BUT NOT FOR MEN. VERBAL MEASURES APPEAR TO BE BETTER PREDICTORS THAN NONVERBAL. FACTORS RELATED TO SUCCESS IN THIS LOW-ABILITY GROUP TEND TOWARD THE COGNITIVE IN WOMEN AND AFFECTIVE IN MEN. TABLES COMPARE THIS GROUP WITH VARIOUS NORM GROUPS AND SHOW THE CORRELATIONS BETWEEN TESTS AND GRADES. (WO)

ED 011 192 JC 680 055

PLACEMENT CRITERIA AND ACADEMIC PERFORMANCE IN ENGLISH 1 AND 21, SPRING 1965.
BY- GOLD, BENJAMIN K.
LOS ANGELES CITY COLL., CALIF.
REPORT NUMBER COUNSELING CENTER STUDY-66-2 PUB DATE JAN 66
EDRS PRICE MF-$0.09 HC-$0.52 13P.

DESCRIPTORS- *ACADEMIC PERFORMANCE, *ENGLISH, *JUNIOR COLLEGES, *PREDICTION, *TESTING, ACADEMIC ACHIEVEMENT, COLLEGE ENTRANCE EXAMINATIONS, ENGLISH CURRICULUM, GRADES (SCHOLASTIC), LOS ANGELES, PREDICTIVE ABILITY (TESTING), SCHOOL AND COLLEGE APTITUDE TEST (SCAT), STUDENT PLACEMENT,

DATA ON 58 REMEDIAL ENGLISH 21 AND 128 ENGLISH 1 STUDENTS WERE FURNISHED BY THE ENGLISH DEPARTMENT OF LOS ANGELES CITY COLLEGE. TABLES WERE CONSTRUCTED INDICATING SCHOOL AND COLLEGE APTITUDE TEST SCORES (SCAT), AND PERFORMANCE IN ANY PREVIOUS COMMUNICATION CLASSES FOR THESE STUDENTS. COMPARISONS ARE MADE AND DIFFERENCES CHARTED BETWEEN THE ENGLISH 21 AND 1 STUDENTS IN PERFORMANCE AND IN VERBAL AREAS. OTHER TABLES SHOW CORRELATION COEFFICIENTS BETWEEN SCAT AND ENGLISH EXPRESSION PERFORMANCES, AND BETWEEN TEST PERFORMANCES AND GRADES. IT WAS FOUND THAT THE SCAT HAD NO USEFULNESS IN PREDICTING ENGLISH 21 GRADES AND LIMITED USEFULNESS IN PREDICTING GRADES IN ENGLISH 1. THE ENGLISH EXPRESSION TEST HAD A CORRELATION OF .44 WITH ENGLISH 1 GRADES AND .52 WITH ENGLISH 21 GRADES. (HS)

ED 011 193 JC 680 076

A MASTER PLAN FOR HIGHER EDUCATION IN CALIFORNIA, 1960-75.
BY- COONS, ARTHUR G.
CALIFORNIA STATE DEPT. OF EDUCATION, SACRAMENTO
PUB DATE 60
EDRS PRICE MF-$0.36 HC-$9.86 249P.

DESCRIPTORS- *ADMISSION CRITERIA, *EDUCATIONAL PLANNING, *ENROLLMENT PROJECTIONS, *HIGHER EDUCATION, *JUNIOR COLLEGES, *MASTER PLANS, ACADEMIC STANDARDS, FACILITIES, FACULTY RECRUITMENT, FINANCIAL NEEDS, FINANCIAL SUPPORT, SACRAMENTO,

BASED ON PROJECTIONS OF NEEDS, STUDENTS, COSTS, FACILITIES, AND STAFF, THE REPORT RECOMMENDED THAT PUBLIC HIGHER EDUCATION CONSIST OF THREE SEGMENTS--THE UNIVERSITY OF CALIFORNIA, THE STATE COLLEGES, AND THE JUNIOR COLLEGES. ENROLLMENT AT THE UNIVERSITY IS RESTRICTED TO THE TOP ONE-EIGHTH OF CALIFORNIA PUBLIC HIGH SCHOOL GRADUATES, WHILE THE STATE COLLEGE STUDENTS ARE SELECTED FROM THE UPPER ONE-THIRD, AND JUNIOR COLLEGES ADMIT ALL HIGH SCHOOL GRADUATES. JUNIOR COLLEGE FUNCTIONS INCLUDE LOWER DIVISION TRANSFER EDUCATION, VOCATIONAL-TECHNICAL FIELDS LEADING TO EMPLOYMENT, AND GENERAL OR LIBERAL ARTS COURSES. A COORDINATING COUNCIL WITH MEMBERS SELECTED FROM THE THREE SEGMENTS, PLUS REPRESENTATIVES FROM INDEPENDENT COLLEGES AND UNIVERSITIES, SERVES AS AN ADVISORY BODY IN MATTERS OF PLANNING, REVIEW, COORDINATION, AND DEVELOPMENT. DISCUSSIONS OF PROJECTED ENROLLMENTS, FACILITIES AND RECOMMENDATIONS FOR ADDITIONAL INSTITUTIONS, STAFFING NEEDS, AND FINANCIAL

PROBLEMS ARE INCLUDED, AS WELL AS DETAILED DISCUSSIONS OF ALL PHASES OF THE PUBLIC HIGHER EDUCATION SYSTEM. (WO)

ED 011 194 JC 680 077

THE JUNIOR AND COMMUNITY COLLEGE, A BIBLIOGRAPHY OF DOCTORAL DISSERTATIONS, 1918-1963.

By- PARKER, FRANKLIN BAILEY, ANNE

AMERICAN ASSN. OF JUNIOR COLLEGES, WASHINGTON,D.C.

PUB DATE 65

EDRS PRICE MF-$0.09 HC-$1.92 48P.

DESCRIPTORS- *BIBLIOGRAPHIES, *DOCTORAL THESES, *JUNIOR COLLEGES, ADMINISTRATION, COMMUNITY SERVICE PROGRAMS, DISTRICT OF COLUMBIA, EDUCATIONAL FACILITIES, EDUCATIONAL FINANCE, INSTRUCTION, INSTRUCTIONAL PROGRAMS, RESEARCH, STUDENT PERSONNEL SERVICES, STUDENT SERVICES,

MORE THAN 600 DISSERTATIONS ARE LISTED UNDER HEADINGS OF ADMINISTRATION, ADULT EDUCATION, ESTABLISHMENT AND EVALUATION, PHILOSOPHY AND FUNCTION, INSTRUCTIONAL PROGRAM, LEGISLATION, PUBLIC RELATIONS AND COMMUNITY SERVICE, STAFF, STUDENT ACTIVITY PROGRAMS, AND STUDENT PERSONNEL SERVICES. THIS DOCUMENT IS ALSO AVAILABLE FROM THE AMERICAN ASSOCIATION OF JUNIOR COLLEGES, 1315 SIXTEENTH ST., N.W. WASHINGTON, D.C. 20036, FOR $1.50. (WO)

ED 011 195 JC 680 087

DROPOUT PATTERNS IN THE NEW HOPE PROJECT.

By- PEARCE, FRANK C.

MODESTO JUNIOR COLL., CALIF.

REPORT NUMBER E-2 PUB DATE OCT 66

EDRS PRICE MF-$0.09 HC-$0.80 20P.

DESCRIPTORS- *ADULT EDUCATION PROGRAMS, *JUNIOR COLLEGES, *PREVOCATIONAL EDUCATION, DROPOUTS, EMPLOYMENT, MANPOWER DEVELOPMENT, MANPOWER DEVELOPMENT AND TRAINING ACT NEW HOPE SCHOOL, MODESTO, RETRAINING, STANISLAUS COUNTY MULTIOCCUPATIONAL TRAINING PROJECT, STUDENT CHARACTERISTICS, VOCATIONAL EDUCATION, VOCATIONAL RETRAINING,

OF 1,006 REFERRALS FROM THE STATE DEPARTMENT OF EMPLOYMENT, 29 PERCENT DROPPED BEFORE COMPLETION OF THIS ADULT TRAINING PROJECT. OF THESE, 6 PERCENT WENT TO WORK AND 11 PERCENT DROPPED FOR REASONS WHICH WERE UNAVOIDABLE. THE ACTUAL DROPOUT RATE WAS 12 PERCENT. OF THE DROPOUTS, 41.9 PERCENT GAVE REASONS WHICH WERE WITHIN THE CAPACITY OF THE PROGRAMS TO CORRECT, WHILE 21.4 PERCENT DROPPED FOR WORK PURPOSES. FINDINGS SHOW THAT TWO-THIRDS OF THE TOTAL DROPOUTS WERE STUDENTS WITH NO PREVOCATIONAL TRAINING, AND TABLES DETAIL PERCENTAGES WITHIN THE PREVOCATIONAL, TRADE AND INDUSTRIAL, BUSINESS, AND AGRICULTURE PROGRAMS FOR THE REST OF THE DROPOUTS. THE PREVOCATIONAL PROGRAM SHOWED THE ONLY SIGNIFICANT DECREASE IN DROPOUT RATE, DUE TO A CONCENTRATED EFFORT TO IMPROVE ATTENDANCE AND IDENTIFY PROBLEMS AS EARLY AS POSSIBLE. SUGGESTIONS AND RECOMMENDATIONS FOR PROGRAM MODIFICATION ARE INCLUDED. (DE)

ED 011 196 JC 680 090

ACADEMIC DESCRIPTION AND PREDICTION IN JUNIOR COLLEGES.

By- HOYT, DONALD P. HUNDAY, LEO

AMERICAN COLLEGE TESTING PROGRAM, IOWA CITY, IOWA

REPORT NUMBER ACT-RR-10 PUB DATE FEB 66

EDRS PRICE MF-$0.09 HC-$1.08 27P.

DESCRIPTORS- *ACADEMIC ACHIEVEMENT, *COLLEGE ENTRANCE EXAMINATIONS, *JUNIOR COLLEGES, *STUDENT CHARACTERISTICS, AMERICAN COLLEGE TESTING PROGRAM (ACT), EDUCATIONAL PLANNING, IOWA CITY, PREDICTIVE ABILITY (TESTING), PREDICTIVE MEASUREMENT,

THIS INVESTIGATION OF THE ACADEMIC POTENTIAL AND COLLEGE GRADES OF JUNIOR COLLEGE FRESHMEN REPORTS THE PREDICTIVE VALIDITY OF THE AMERICAN COLLEGE TESTING (ACT) PROGRAM DATA FOR JUNIOR COLLEGES, AND COMPARED THE RESULTS FOR 85 JUNIOR COLLEGES WITH THOSE FOR 205 4-YEAR COLLEGES. JUNIOR COLLEGE STUDENTS WERE FOUND TO BE SOMEWHAT LESS ABLE ACADEMICALLY THAN THEIR PEERS IN 4-YEAR COLLEGES, ALTHOUGH AVERAGE ACADEMIC POTENTIAL AT SEVERAL JUNIOR COLLEGES WAS WELL ABOVE THE AVERAGE IN TYPICAL 4-YEAR INSTITUTIONS AND DIFFERENCES WERE SUCH THAT THE LEAST ABLE STUDENTS IN ONE JUNIOR COLLEGE WOULD BE WELL ABOVE THE AVERAGE IN ANOTHER. STUDENTS IN INDIVIDUAL JUNIOR COLLEGES HAD MORE DIVERSE ACADEMIC TALENTS AND MORE GRADE VARIATION THAN WAS TYPICAL OF STUDENTS IN 4-YEAR INSTITUTIONS. EVEN THOUGH GRADE POINT AVERAGES WERE QUITE SIMILAR. ACT DATA SHOWED A MEDIAN CORRELATION WITH OVERALL FRESHMAN GRADES OF .64. JUNIOR COLLEGES WITH HIGH CORRELATIONS DIFFERED IN TWO DIMENSIONS--"CONVENTIONALISM" AND "HIGH COST"--FROM THOSE WITH RELATIVELY LOW CORRELATIONS. IMPLICATIONS FOR PRECOLLEGE GUIDANCE, ACADEMIC PROGRAMING AND EDUCATIONAL PLANNING ARE DISCUSSED. (DE)

ED 011 197 JC 680 201

AN EVALUATION OF THE TUITION FREE PRINCIPLE IN CALIFORNIA PUBLIC HIGHER EDUCATION.

By- SPALDING, WILLARD B. AND OTHERS

CALIFORNIA STATE COORD. COUNCIL FOR HIGHER EDUC.

REPORT NUMBER CCHE-1019 PUB DATE MAY 65

EDRS PRICE MF-$0.09 HC-$2.16 54P.

DESCRIPTORS- *EDUCATIONAL FINANCE, *FINANCIAL SUPPORT, *HIGHER EDUCATION, *JUNIOR COLLEGES, *TUITION, ENROLLMENT, FINANCIAL POLICY, SACRAMENTO, SCHOLARSHIPS, STATE AID, STATE LEGISLATION, TAX SUPPORT, TAXES,

THE FREE TUITION POLICY OF UNIVERSITIES AND STATE COLLEGES IN CALIFORNIA HAS BEEN QUESTIONED IN RECENT YEARS, AND BILLS HAVE BEEN INTRODUCED FOR A DEFERRED TUITION PROGRAM. THIS REPORT EVALUATES THE CONCEPT OF FREE TUITION IN TERMS OF FINANCIAL ACCESSIBILITY AND MOTIVATION, AND ECONOMIC BENEFIT FROM INCREASED INDIVIDUAL EARNING POWER. QUESTIONNAIRE DATA FROM 6,200 PUBLIC AND PRIVATE COLLEGE STUDENTS WERE COMBINED WITH ADDITIONAL FINANCIAL RESEARCH. THE IMPACT OF TUITION ON ENROLLMENT, INSTITUTIONAL INCOME, SOCIAL COMPOSITION, AND PRIVATE SCHOOLS IS CONSIDERED. STUDY OF ALTERNATIVE POLICIES AND PROCEDURES CONCLUDES WITH THE FOLLOWING SUMMARY--ACCESSIBILITY OF HIGHER EDUCATION AND INCREASED TRAINED MANPOWER HAVE NOT BEEN FULLY ACHIEVED BY TUITION-FREE EDUCATION, FINANCIAL NEED CONTRIBUTES TO CALIFORNIA'S LACK OF SUCCESS IN INDUCING HIGH SCHOOL GRADUATES TO ACHIEVE DEGREES, ALTERNATIVES MIGHT BE TO CONTINUE TUITION-FREE POLICY FOR THE JUNIOR COLLEGE, WHILE INSTITUTING TUITION FOR THE TWO 4-YEAR SEGMENTS WITH EXEMPTIONS FOR NEEDY PERSONS, THE PRESENT STATE SCHOLARSHIP PROGRAM SHOULD BE AUGMENTED BY A DEFERRED TUITION REPAYMENT

PROGRAM BASED ON FUTURE EARNING CAPACITY WITH A MASSIVE STATE LOAN PROGRAM, CONTINUATION OF FREE TUITION WAS CONSIDERED WITH SIMILAR MODIFICATIONS AND REVISION OF TAX STRUCTURE. TUITION RATES AND REVENUE USES ARE SUGGESTED. APPENDIXES PRESENT DOCUMENTATION OF ARGUMENTS. (DE)

ED 011 198 JC 660 223

TECHNICIANS FOR THE HEALTH FIELD--A COMMUNITY COLLEGE HEALTH CAREERS STUDY PROGRAM. A FINAL REPORT ON PHASE I OF THE COMMUNITY COLLEGE HEALTH CAREERS PROJECT, OCTOBER 1, 1964 - MARCH 31, 1966.

By- KINSINGER, ROBERT E. RATNER, MURIEL
NEW YORK STATE EDUCATION DEPT., ALBANY

PUB DATE 66

EDRS PRICE MF-$0.09 HC-$2.32 58P.

DESCRIPTORS- *CURRICULUM DEVELOPMENT, *CURRICULUM EVALUATION, *HEALTH PROGRAMS, *HEALTH SERVICES, *JUNIOR COLLEGES, ALBANY, CURRICULUM, TECHNICAL EDUCATION,

THIS REPORT OF THE COMPLETION OF PHASE I OF A FIVE-PHASE PROGRAM CONSISTS OF CURRICULUM GUIDELINES AND RECOMMENDATIONS FOR INSTRUCTOR TRAINING, BASED ON A STATEWIDE SURVEY IN NEW YORK. OBJECTIVES AND REQUIRED KNOWLEDGE, UNDERSTANDING, AND SKILLS ARE DESCRIBED FOR TECHNICAL EDUCATION IN X-RAY, INHALATION THERAPY, DENTAL AUXILIARY, MEDICAL RECORDS, OCCUPATIONAL THERAPY, SURGERY, BIOMEDICAL ENGINEERING, OPHTHALMIC DISPENSING, PUBLIC HEALTH, AND EMERGENCY SERVICES. AN INTRODUCTORY COURSE IN BASIC HEALTH TECHNOLOGY IS DESCRIBED. COURSES BASIC TO ALL FIELDS ARE IDENTIFIED AS ANATOMY AND PHYSIOLOGY, PSYCHOLOGY OR SOCIOLOGY, LANGUAGE ARTS, AND MATHEMATICS. RECOMMENDED PHASES OF TRAINING TEACHERS INCLUDE FAMILIARIZATION WITH JUNIOR COLLEGE, ABILITY TO USE A VARIETY OF INSTRUCTIONAL TECHNIQUES, UPDATING OF KNOWLEDGE IN THEIR TECHNICAL FIELDS, AND BROAD BACKGROUND IN PHYSICAL AND BIOLOGICAL SCIENCES AND HUMANITIES. THEY SHOULD BE ABLE TO ORGANIZE A COMPLETE CURRICULUM IN THEIR FIELDS, USING ALL APPROPRIATE MEDIA AND TOOLS OF INSTRUCTION. (WO)

ED 011 199 JC 660 238

THE NEW YORK STATE ASSOCIATE DEGREE NURSING PROJECT--A FINAL REPORT TO THE W.K. KELLOGG FOUNDATION.

By- KINSINGER, ROBERT E.
NEW YORK STATE EDUCATION DEPT., ALBANY

PUB DATE 1 JUL 64

EDRS PRICE MF-$0.18 HC-$4.04 101P.

DESCRIPTORS- *CURRICULUM, *CURRICULUM DEVELOPMENT, *JUNIOR COLLEGES, *VOCATIONAL EDUCATION, ALBANY, NURSING,

FROM DETAILED ANALYSES OF 16 ASSOCIATE DEGREE NURSING PROGRAMS, EFFORTS WERE MADE TO COORDINATE THE DEVELOPMENT AND IMPROVEMENT OF A.A. DEGREE NURSING EDUCATION. NO ATTEMPT WAS MADE TO RELATE THE INFORMATION TO BACCALAUREATE AND DIPLOMA SCHOOLS OF NURSING. FROM QUESTIONNAIRES, INTERVIEWS, AND COLLEGE CATALOG DATA, SIMILARITIES AND DIFFERENCES IN ASSOCIATE DEGREE NURSING PROGRAMS WERE IDENTIFIED, SUCH AS THE COEDUCATIONAL, 2-YEAR NONRESIDENTIAL NATURE OF MOST SPONSORING INSTITUTIONS, AND SIMILAR ADMISSION AND GRADUATION REQUIREMENTS (SUCH AS THE CUMULATIVE SCHOLASTIC INDEX OF 2.0 FOR A DEGREE). THERE IS A WIDE VARIATION IN ENROLLMENT PATTERNS, CLASS-LABORATORY HOURS, STUDENT-FACULTY RATIOS, TEACHING LOADS, AND CURRICULUM BALANCE BETWEEN GENERAL EDUCATION AND NURSING COURSES. PROPONENTS OF STRONG GENERAL EDUCATION FOUNDATIONS BELIEVE IN ALTERING CURRICULUMS TO INCLUDE 50 PERCENT GENERAL EDUCATION, 25 PERCENT NURSING, AND 25 PERCENT SUPPORTIVE COURSES. A DISTRIBUTION TABLE OF REQUIRED SUBJECTS AND ELECTIVES IS USEFUL IN ASSESSING THE PRESENT EMPHASIS. SOME FAVORABLE OUTCOMES OF THE PROJECT WERE IMPROVED COORDINATION AND TEACHER PREPARATION, A RESOURCE CENTER, DEMONSTRATION CENTERS, AND PRELIMINARY PLANNING SURVEYS. A DIRECTORY AND BIBLIOGRAPHY ARE INCLUDED. SUCCESS OF THE PROGRAMS IS INDICATED BY THE 80 PERCENT HOSPITAL EMPLOYMENT RATE OF GRADUATES. (DE)

ED 011 200 JC 660 281

PROPOSALS FOR EDUCATIONAL SPECIFICATIONS, LEEWARD OAHU CAMPUS, HAWAII COMMUNITY COLLEGE SYSTEM.

By- SWENSON, ROBERT E.
HAWAII UNIV., HONOLULU

PUB DATE 31 AUG 65

EDRS PRICE MF-$0.18 HC-$2.40 60P.

DESCRIPTORS- *COLLEGE PLANNING, *EDUCATIONAL SPECIFICATIONS, *FACILITIES, *JUNIOR COLLEGES, *SCHOOL CONSTRUCTION, CURRICULUM PLANNING, HONOLULU, OAHU,

INITIAL ENROLLMENT FOR THE LEEWARD OAHU CAMPUS IS EXPECTED TO BE 2,000 WITH AN ULTIMATE ENROLLMENT OF ABOUT 5,000. THE PROPOSALS SUBMITTED IN THE PLANNING REPORT CONTAIN MOST OF THE NECESSARY INFORMATION ON EDUCATIONAL PROGRAMS AND FACILITY REQUIREMENTS TO ENABLE THE COMMUNITY COLLEGE STAFF AND THE ARCHITECTS TO PROCEED WITH THE CAMPUS MASTER PLANNING, CONCEPTUAL DESIGN, AND THE SCHEMATIC DRAWINGS AND BUILDINGS. PLANNING SPECIFICATIONS FOR THE VARIOUS TYPES OF CLASSROOMS AND SPECIAL FACILITIES MAKE UP THE BULK OF THE REPORT. THESE ARE PRECEDED BY A LIST OF PLANNING ASSUMPTIONS, A SUGGESTED CURRICULUM, A STAFFING PLAN, A PROPOSED BUILDING SCHEDULE RUNNING THROUGH 1972, A SUMMARY OF SPACE ALLOCATIONS FOR THE VARIOUS BUILDINGS IN THE INITIAL CONSTRUCTION PROJECT, AND A CAPACITY ANALYSIS. THE CAMPUS IS DESIGNED TO OPERATE YEAR ROUND, BOTH DAY AND EVENING. THE RATIO OF PROFESSIONAL STAFF TO STUDENTS WILL BE 1 TO 25. THE TEACHING LOAD WILL BE 15 TO 25 HOURS PER WEEK. PROGRAMS IN THE INITIAL CURRICULUM WILL INCLUDE LANGUAGES, BUSINESS, FINE ARTS, SCIENCES, SOCIAL SCIENCES, HEALTH AND PHYSICAL EDUCATION, AND A LIMITED VOCATIONAL PROGRAM. (HS)

ED 011 201 JC 670 037

GRADING IN THE COMMUNITY COLLEGE--A PROPOSAL.

By- COLLINS, CHARLES C.

PUB DATE 8 JUN 65

EDRS PRICE MF-$0.09 HC-$0.40 10P.

DESCRIPTORS- *ACADEMIC PROBATION, *ACADEMIC STANDARDS, *DISQUALIFICATION, *GRADING, *JUNIOR COLLEGES, EL CAJON, GRADE POINT AVERAGE,

THIS PAPER PRESENTS A CASE FOR MAKING JUNIOR COLLEGE GRADING POLICIES AND PROCEDURES COMPATIBLE WITH THE STATED PURPOSES OF THE JUNIOR COLLEGE. IT LISTS SOME HISTORIC AND PERSONAL PHILOSOPHIC ASSUMPTIONS REGARDING PURPOSES. THE INCOMPATIBILITY OF THE GRADING PRACTICES WITH THESE PURPOSES IS REVIEWED THROUGH SOME STUDIES MADE AT GROSSMONT COLLEGE,

WHICH INDICATED THAT 43 PERCENT OF ALL STUDENTS IN 1964 WERE DISQUALIFIED OR PLACED ON PROBATION. THE AUTHOR PROPOSES THAT THE A, B, AND C GRADES BE MAINTAINED AS PARALLEL TO STATE COLLEGE STANDARDS. A GRADE OF D WOULD BE PASSING BUT NOT RECOMMENDED FOR TRANSFER TO A 4-YEAR COLLEGE, AND F WOULD CONTINUE TO MEAN FAILURE. A GRADE OF B SHOULD CONTINUE TO COMPENSATE FOR D IN COMPUTING GRADE POINT AVERAGE FOR TRANSFER ELIGIBILITY. A NEW GRADE COULD INDICATE THAT THE STUDENT PROFITED, BUT NOT AT A LEVEL RECOMMENDING ADVANCEMENT TO THE NEXT COURSE OR INSTITUTION. BY THIS GRADING SYSTEM THE ASSOCIATE DEGREE WOULD BE AWARDED TO ANY STUDENT WHO MET ALL COURSE REQUIREMENTS AT D LEVEL OR ABOVE. (DE)

ED 011 202 JC 670 049

REPORT OF A STUDY OF THE FEASIBILITY OF A JUNIOR COLLEGE IN ROOSEVELT, UTAH.

By- WHEELWRIGHT, LORIN F. AND OTHERS

UTAH STATE COORDINATING COUNCIL OF HIGHER EDUC.

PUB DATE JAN 63

EDRS PRICE MF-$0.09 HC-$1.04 28P.

DESCRIPTORS- *COLLEGE PLANNING, *FACILITIES, *FEASIBILITY STUDIES, *JUNIOR COLLEGES, COMMUNITY STUDY, EDUCATIONAL FINANCE, ENROLLMENT PROJECTIONS, ROOSEVELT, SALT LAKE CITY,

FEASIBILITY STUDIES COMPLETED IN THE ROOSEVELT, UTAH, AREA INDICATE THAT THE EXISTING POST-HIGH SCHOOL INSTITUTIONS MEET THE NEEDS OF THE AREA WELL. ESTIMATES OF POTENTIAL ENROLLMENT INDICATE THAT FEWER THAN 300 REGULAR STUDENTS FROM THE REGION CAN BE EXPECTED IN ANY YEAR FOR AT LEAST A DECADE AHEAD. ALSO A MAJOR PROPORTION OF THE STUDENTS, WHICH A COLLEGE AT ROOSEVELT WOULD SEEK TO SERVE, LIVE BEYOND A PRACTICAL COMMUTING DISTANCE. THE QUALITY WOULD BE WEAKENED BECAUSE OF THE COMPARATIVELY LOW ECONOMIC SUPPORT PROVIDED FOR UTAH'S PUBLIC HIGHER EDUCATION INSTITUTIONS. IT IS RECOMMENDED THAT NO APPROPRIATION FOR A JUNIOR COLLEGE BE MADE AT THIS TIME BUT THAT A STUDY SHOULD BE MADE OF VARIOUS MEANS OF EXPANDING PRESENT OPPORTUNITIES FOR POST-HIGH SCHOOL EDUCATION. (HS)

ED 011 203 JC 670 050

A STUDY OF THE NEED FOR A JUNIOR COLLEGE IN THE SALT LAKE METROPOLITAN AREA.

By- SMITH, RALPH B.

PUB DATE MAY 65

EDRS PRICE MF-$0.27 HC-$6.76 169P.

DESCRIPTORS- *COLLEGE PLANNING, *EDUCATIONAL FACILITIES, *FEASIBILITY STUDIES, *JUNIOR COLLEGES, COMMUNITY STUDY, CONSTRUCTION COSTS, ENROLLMENT PROJECTIONS, SALT LAKE CITY,

A POPULATION INCREASE OF 71 PERCENT IS EXPECTED IN UTAH BETWEEN 1960 AND 1980. THE GREATEST GROWTH IS EXPECTED IN THE SALT LAKE METROPOLITAN AREA. THE COLLEGE AGE GROUP (18 TO 21 YEARS) WILL INCREASE BY 80 PERCENT BETWEEN 1960 AND 1970. IF CONSERVATIVE ESTIMATES ARE USED, THE PROPOSED JUNIOR COLLEGE COULD EXPECT AN ENROLLMENT OF APPROXIMATELY 2,000 STUDENTS IN THE FIRST YEAR OF OPERATION. SUBSEQUENT ENROLLMENT MAY BE AS HIGH AS 6,000 STUDENTS. SUGGESTED CURRICULAR OFFERINGS SHOULD INCLUDE UNIVERSITY-PARALLEL COURSES, REMEDIAL PROGRAMS, AND A WIDE RANGE OF OCCUPATIONAL TRAINING PROGRAMS NOT PRESENTLY OFFERED BY THE UNIVERSITY OF UTAH OR SALT LAKE TRADE TECHNICAL INSTITUTE. INFORMATION RELATING TO THE COST OF EDUCATING JUNIOR COLLEGE STUDENTS AND EXPENDITURES FOR CAPITAL OUTLAY WAS INCLUDED IN THE STUDY. THE COLLEGE PLANT WILL COST APPROXIMATELY $16 1/2 MILLION TO ENROLL 6,000 STUDENTS AT A PER STUDENT COST OF $2,750. (HS)

ED 011 204 JC 670 121

A STUDY OF HIGHER EDUCATION POSSIBILITIES FOR THE ADIRONDACK LAKES REGION, NEW YORK.

By- HARRIS, NORMAN C. RUSSEL, JOHN H.

STATE UNIV. OF N.Y., ALBANY

PUB DATE 66

EDRS PRICE MF-$0.18 HC-$4.16 104P.

DESCRIPTORS- *COLLEGE PLANNING, *FEASIBILITY STUDIES, *JUNIOR COLLEGES, *SCHOOL LOCATION, ADIRONDACK LAKES REGION, ALBANY, COMMUNITY STUDY, EDUCATIONAL FINANCE, ENROLLMENT PROJECTIONS,

SEVERAL PROPOSALS FOR COMMUNITY COLLEGES ARE DISCUSSED. FACTORS ARE PRESENTED WHICH RULE OUT A LOCAL COMMUNITY COLLEGE FOR THE ADIRONDACK LAKES REGION AND THE ESTABLISHMENT OF A BRANCH OF THE CANTON AGRICULTURAL-TECHNICAL COLLEGE IN THE LAKES AREA. CONSIDERATION SHOULD BE GIVEN, THOUGH, TO THE ESTABLISHMENT OF A COMMUNITY COLLEGE IN OR NEAR SARANAC LAKE TO SERVE ALL OF ESSEX AND FRANKLIN COUNTIES IN NEW YORK. THE TWO COUNTIES SHOULD BE COMBINED TO CONSTITUTE THE LOCAL SPONSOR. THESE TWO COUNTIES COMBINED WILL HAVE A PROJECTED HIGH SCHOOL GRADUATING CLASS OF 1,131 IN 1970, AND A GOOD COMMUNITY COLLEGE WOULD UNDOUBTEDLY ATTRACT HALF OR MORE OF THESE GRADUATES, THUS MEETING THE ENROLLMENT OF 500 FULL-TIME STUDENTS IN 4 YEARS. A POSSIBLE IMMEDIATE (AND PARTIAL) SOLUTION TO POST-SECONDARY EDUCATIONAL NEEDS IN THE HIGH PEAKS AREA WOULD BE THE ESTABLISHMENT OF A HIGHER EDUCATION CENTER. A MAJOR CRITICISM OF THE CENTER IDEA IS THAT THERE IS NO PRECEDENT FOR SUCH A MECHANISM WITHIN THE OPERATING FRAMEWORK OF THE STATE UNIVERSITY OF NEW YORK. (HS)

ED 011 205 RC 000 197

RURAL EDUCATION IN TRANSITION, A STUDY OF TRENDS AND PATTERNS IN LOUISIANA.

By- SMITH, MARION B. BERTRAND, ALVIN L.

LOUISIANA ST. UNIV. AND A AND M COLL. SYSTEM

REPORT NUMBER BULL-576 PUB DATE DEC 63

EDRS PRICE MF-$0.09 HC-$1.00 28P.

DESCRIPTORS- *NEGRO POPULATION TRENDS, *POPULATION TRENDS, *RURAL EDUCATION, *RURAL SCHOOL SYSTEMS, *SMALL SCHOOLS, AGE GROUPS, ATTENDANCE, BATON ROUGE, CASE STUDIES (EDUCATION), CURRICULUM, RURAL AREAS, RURAL POPULATION, SCHOOL REDISTRICTING, SCHOOL SIZE, SOCIOCULTURAL PATTERNS, STUDENT ENROLLMENT, STUDENT TRANSPORTATION, SURVEYS, TEACHERS, URBAN AREAS, URBAN POPULATION,

POPULATION TRENDS, DEFINED AS DISTRIBUTION, COMPOSITION, AND CHANGES IN NUMBERS WERE DETERMINED IN THIS DOCUMENT FOR THE STATE OF LOUISIANA. DATA WERE GATHERED FROM PUBLICATIONS OF THE BUREAU OF THE CENSUS, THE LOUISIANA STATE DEPARTMENT OF EDUCATION, AND QUESTIONNAIRE RESPONSES OF HIGH SCHOOL JUNIORS AND SENIORS IN SELECTED SAMPLE SCHOOLS. THE EFFECT OF RURAL POPULATION TRENDS ON RURAL EDUCATION WAS EMPHASIZED. CURRICULUMS OF RURAL SCHOOLS AND QUALIFICATIONS OF RURAL SCHOOL TEACHERS WERE DISCUSSED. ALSO INCLUDED WAS A 1959 CASE

STUDY OF RURAL SCHOOLS IN A FRENCH CULTURE PARISH AND A NONFRENCH CULTURE PARISH. THE DOCUMENT CONCLUDED THAT (1) DEFICITS IN THE QUALITY OF EDUCATION AND THE NEED FOR ADDITIONAL TEACHERS AND CLASSROOMS WOULD NOT BE A SERIOUS PROBLEM OF LOUISIANA RURAL SCHOOLS IN THE NEAR FUTURE, (2) SCHOOL ATTENDANCE WAS NO LONGER A PROBLEM, (3) RURAL SCHOOLS WERE NOT SERVING A POPULATION THAT WAS PLANNING FOR CAREERS IN AGRICULTURE, AND (4) FAMILIARITY WITH RAPID CHANGING POPULATION AND SOCIOCULTURAL PATTERNS WAS NECESSARY FOR PERSONS CONCERNED WITH RURAL EDUCATION PLANNING. (FS)

ED 011 206 RC 000 200

INNOVATIONS FOR INSTRUCTIONAL IMPROVEMENT.

BY- CUSHMAN, N.L. STURGES, A.W.
NORTH DAKOTA UNIV., GRAND FORKS, SCH. OF EDUC.

PUB DATE SEP 65

EDRS PRICE MF-$0.18 HC-$2.36 59P.

DESCRIPTORS- *EDUCATIONAL PROGRAMS, *INSTRUCTIONAL IMPROVEMENT, *INSTRUCTIONAL INNOVATION, *SMALL SCHOOLS, CORRESPONDENCE COURSES, CURRICULUM DEVELOPMENT, EQUIPMENT, FINANCIAL SUPPORT, GRAND FORKS, INDIVIDUAL INSTRUCTION, INSERVICE TEACHER EDUCATION, INSTRUCTION, INTEGRATED ACTIVITIES, INTERDISCIPLINARY APPROACH, MULTIPURPOSE CLASSROOMS, SCHEDULE MODULES, SCHEDULING, SCHOOL AIDES, SMALL GROUP INSTRUCTION, SPECIALISTS, TALENT, TEACHER AIDES, TEAM TEACHING, UPPER MIDWEST SMALL SCHOOLS PROJECT,

THE CATSKILL AREA PROJECT IN SMALL SCHOOL DESIGN, THE ROCKY MOUNTAIN AREA PROJECT FOR SMALL HIGH SCHOOLS, THE WESTERN STATES SMALL SCHOOLS PROJECT, AND THE TEXAS SMALL SCHOOLS PROJECT ARE DESCRIBED AND COMPARED. FINANCIAL SUPPORT COMPARISONS ARE MADE. METHODS OF IMPROVING INSTRUCTION ARE DIVIDED INTO TEACHER-CENTERED AND ADMINISTRATOR-CENTERED ACTIVITIES. TEACHER-CENTERED ACTIVITIES INCLUDE MULTIPLE CLASSES, TEAM TEACHING, USE OF TEACHER'S AIDES, SHARED SERVICES, MODIFICATION OF FACILITIES, AND THE USE OF PROGRAMED MATERIALS. ADMINISTRATOR-CENTERED ACTIVITIES INCLUDE FLEXIBLE SCHEDULING, USE OF SPECIAL MATERIALS, INSERVICE TRAINING, NONGRADING PROCEDURES, TECHNOLOGICAL DEVELOPMENTS, AND CURRICULAR CHANGES. IMPLICATIONS FOR CHANGE LISTED ARE (1) A REGIONAL CONCEPT OF PROJECTS, (2) CENTRALIZED FINANCIAL ASSISTANCE, (3) CONCENTRATION IN SPECIFIC AREAS BY A PROJECT, (4) SOUND FINANCING AND ORGANIZATION, (5) LIMITED MEMBERSHIP PER PROJECT, AND (6) COOPERATION WITH STATE DEPARTMENTS OF EDUCATION FOR IMPROVEMENT OF THESE PROJECTS. A BIBLIOGRAPHY IS INCLUDED. (FS)

ED 011 207 RC 000 206

POLICIES FOR THE TEXAS SMALL SCHOOLS PROJECT, 1962.

PUB DATE 62

EDRS PRICE MF-$0.09 HC-$0.36 9P.

DESCRIPTORS- *COOPERATIVE PLANNING PROJECTS, *COOPERATIVE PROGRAMS, *PROGRAM GUIDES, *SMALL SCHOOLS, ADMINISTRATIVE ORGANIZATION, ADMINISTRATIVE POLICY, ADMINISTRATOR ROLE, EDUCATIONAL IMPROVEMENT, INSERVICE TEACHER EDUCATION, PROFESSIONAL SERVICES, SCHOOL ACTIVITIES, SCHOOL SIZE, TEXAS SMALL SCHOOLS PROJECT,

CRITERIA FOR PARTICIPATION IN THE TEXAS SMALL SCHOOLS PROJECT WERE PRESENTED. THE CRITERIA FOR PARTICIPATION INCLUDED A TOTAL SCHOOL ENROLLMENT OF 500 OR LESS, MEETING ACCREDITATION STANDARDS, EXPRESSING AN INTEREST IN IMPROVING THEIR SCHOOL PROGRAMS, AND BEING WILLING TO COOPERATE WITH OTHER PROJECT MEMBERS. OUTLINES OF THE GOALS AND POLICIES OF THE PROJECT, INCLUDING THE ACTIVITIES OF THE PROJECT STAFF, PROCEDURES FOR ENTRANCE INTO THE PROJECT, AND ACTIVITIES OF SCHOOLS PARTICIPATING IN THE PROJECT WERE LISTED. (FS)

ED 011 208 RC 000 226

THE EFFECT OF PROGRAMED INSTRUCTION ON THE SELF-ACCEPTANCE OF HIGH SCHOOL STUDENTS.

BY- JEFFS, GEORGE A. JESSER, DAVID L.
NEVADA WESTERN STATES SMALL SCHOOLS PROJ.

PUB DATE 65

EDRS PRICE MF-$0.18 HC-$3.68 92P.

DESCRIPTORS- *PROGRAMED INSTRUCTION, *SELF CONCEPT, ACADEMIC ACHIEVEMENT, ACHIEVEMENT, CARSON CITY, EDL WORD CLUES, ENGLISH INSTRUCTION, ENGLISH 2600, HIGH SCHOOLS, INTELLIGENCE, WESTERN STATES SMALL SCHOOL PROJECT (WSSSP),

AN INVESTIGATION OF PROGRAMED INSTRUCTION MATERIALS FOR HIGH SCHOOL STUDENTS WAS UNDERTAKEN TO PROVIDE INFORMATION ON POSSIBLE CHANGES IN SELF-ACCEPTANCE ATTITUDES. THE SAMPLE INCLUDED 80 STUDENTS, RANDOMLY DIVIDED INTO FIVE GROUPS, FROM THE LINCOLN COUNTY HIGH SCHOOL, PANACA, NEVADA. TRADITIONAL ENGLISH INSTRUCTION USING CONVENTIONAL TEXTBOOKS WAS COMPARED TO PROGRAMED INSTRUCTION USING ENGLISH 2600 AND/OR EDL WORD CLUES. THE INDEX OF ADJUSTMENT AND VALUES (BILLS, JANCE, AND MCLEAN, 1951) MEASURED STUDENTS' ACCEPTANCE BEFORE AND AFTER EACH EXPERIMENTAL TREATMENT. THE MEAN DIFFERENCE OF THE MAJOR VARIABLES OF IQ AND ACADEMIC ACCEPTANCE SCORES BETWEEN EACH GROUP OF SUBJECTS WAS TABULATED AND COMPARED. IT WAS CONCLUDED THAT PROGRAMED INSTRUCTION MAY ENHANCE SELF-ACCEPTANCE. FURTHER ENGLISH 2600 MAY HELP TO PROMOTE A MORE POSITIVE ACCEPTANCE OF SELF WITH "EDL WORD CLUES" EXERTING A LESSER INFLUENCE. RECOMMENDATIONS FOR FURTHER STUDY ARE INCLUDED. (JM)

ED 011 209 RC 000 234

THE ANTHROPOLOGY CURRICULUM PROJECT--GRADES TWO AND FIVE.

BY- BAILEY, WILFRID C. CLUNE, FRANCIS J.

PUB DATE NOV 66

EDRS PRICE MF-$0.09 HC-$0.56 14P.

DESCRIPTORS- *ANTHROPOLOGY, *CURRICULUM, *EXPERIMENTAL PROGRAMS, *SOCIAL STUDIES UNITS, ANTHROPOLOGY CURRICULUM PROJECT, CALIFORNIA INTERMEDIATE READING BATTERY, CULTURAL AWARENESS, PITTSBURGH, STEP INTERMEDIATE SOCIAL STUDIES BATTERY, USOE,

THIS DOCUMENT IS A SECOND-YEAR PROJECT REPORT OF A 5-YEAR EXPERIMENTAL PROGRAM TO DEVELOP AN ANTHROPOLOGY CURRICULUM FOR GRADES 1 THROUGH 7. THE MATERIAL IS IN A SELF-CONTAINED UNIT PACKAGE FOR EACH GRADE, REQUIRES 4 TO 8 WEEKS PER UNIT, AND IS DESIGNED TO FIT INTO A SOCIAL STUDIES COURSE WITHOUT DISRUPTION OF NORMAL SCHOOL ACTIVITIES. EACH UNIT PACKAGE CONTAINS (1) TEACHER TEXTS, (2) TEACHER GUIDES, (3) STUDENT TEXTS, (4) STUDENT GUIDES, AND (5) PRE- AND POST-TESTS. UNITS FOR GRADES 1 AND 4 WERE TRIED IN 1965-66, AND FOR GRADES 2 AND 5 IN THE SPRING OF 1966. UNITS FOR

GRADES 5, 6, AND 7 ARE PLANNED FOR USE IN THE SPRING OF 1967. THE GRADE UNITS EMPHASIZE THE FOLLOWING AREAS--(1) CONCEPT OF CULTURE, (2) THE NEW WORLD, (3) CULTURAL CHANGE, (4) CULTURAL VARIATION AND ENCULTURATION, (5) THE OLD WORLD, AND (6) CROSS CULTURAL COVERAGE OF THE LIFE CYCLE. A TEST OF THE MATERIALS WAS MADE WITH COOPERATING GEORGIA SCHOOLS IN THE SPRING OF 1966, USING THE PRE- AND POST-TESTS, THE STEP INTERMEDIATE SOCIAL STUDIES BATTERY, AND THE CALIFORNIA INTERMEDIATE READING BATTERY. THE REPORT STATES THAT THE RESULTS SHOWED ALL THE CHILDREN IN THE GEORGIA STUDY MADE SIGNIFICANT GAINS IN LEARNING. DESCRIPTIVE MATERIAL OF THE CURRICULUM MATERIALS ARE INCLUDED IN THE DOCUMENT. THIS PAPER WAS READ AT THE ANNUAL MEETING OF THE AMERICAN ANTHROPOLOGICAL ASSOCIATION (PITTSBURGH, NOVEMBER 17-20, 1966). (DD)

ED 011 210 RC 000 899

A NEW APPROACH TO SECOND LANGUAGE TEACHING.

BY- SIZEMORE, NANIE
ARIZONA STATE DEPT. OF PUBLIC INSTRUCTION, PHOENIX

PUB DATE 62

EDRS PRICE MF-$0.09 HC-$1.96 49P.

DESCRIPTORS- *ACCULTURATION, *AMERICAN INDIANS, *BILINGUAL STUDENTS, *ENGLISH (SECOND LANGUAGE), *INSTRUCTION, EDUCATION, INSTRUCTIONAL MATERIALS, LANGUAGE, LINGUISTICS, NAVAHO, PHOENIX, SPANISH, SPANISH AMERICANS,

THIS IS AN UP-DATED EDITION OF ARIZONA STATE DEPARTMENT OF EDUCATION'S 1939 "INSTRUCTION OF BILINGUAL CHILDREN" PUBLICATION. ITS PURPOSE IS TO PRESENT THE PRINCIPLES OF MODERN LINGUISTIC SCIENCE AS THEY RELATE TO TEACHING ENGLISH AS A SECOND LANGUAGE. AREAS COVERED INCLUDE THE PROBLEMS OF BILINGUAL CHILDREN, IMPORTANCE OF A FRIENDLY CLASSROOM CLIMATE, CULTURAL CONFLICTS IN TEACHING INDIAN CHILDREN, CURRICULUM OVERVIEWS, INCLUDING LANGUAGE ARTS, MATHEMATICS, SCIENCE, AND SOCIAL STUDIES, THE ROLE OF THE LINGUIST IN THE CLASSROOM, AN OVERVIEW OF TEACHING ENGLISH AS A SECOND LANGUAGE, AND COMPARISONS BETWEEN ENGLISH AND THE NAVAHO AND SPANISH LANGUAGES. REFERENCE MATERIALS ARE INCLUDED FOR TEACHERS OF ENGLISH AS A SECOND LANGUAGE. THE EDITOR STATES THAT THE IDEAS AND PROBLEMS PRESENTED ARE COMMON TO OTHER MINORITY GROUPS. (RD)

ED 011 211 RC 000 410

SUMMARY OF THE EAU CLAIRE COUNTY YOUTH STUDY AND SOME SUGGESTIONS FOR TEACHERS.

BY- THURSTON, JOHN R. AND OTHERS

PUB DATE 30 APR 64

EDRS PRICE MF-$0.09 HC-$1.32 33P.

DESCRIPTORS- *BEHAVIOR PROBLEMS, *STUDENT BEHAVIOR, *TEACHER ROLE, BEHAVIOR, BEHAVIOR PATTERNS, BEHAVIOR RATING SCALES, BEHAVIOR STANDARDS, CLASSROOM RESEARCH, CLASSROOMS, DISADVANTAGED YOUTH, EAU CLAIRE COUNTY, FACTOR STRUCTURE, FAMILY INFLUENCE, INTERVIEWS, PARENTAL BACKGROUND, PERCEPTION, PSYCHOLOGICAL TESTS, PSYCHOLOGY, PSYCHOTHERAPY, QUESTIONNAIRES, RESPONSIBILITY, SELF CONCEPT, SOCIALIZATION, SOCIOLOGY, SURVEYS, TEACHERS, TEACHING TECHNIQUES,

THIS DOCUMENT DESCRIBES A RESEARCH STUDY IN WHICH THE CLASSROOM BEHAVIOR OF EQUAL NUMBERS OF TEACHER-APPROVED AND TEACHER-DISAPPROVED YOUNGSTERS WAS ANALYZED IN RELATION TO FAMILY BACKGROUNDS. THE STUDENTS WERE FURTHER DIVIDED EVENLY INTO RURAL AND URBAN GROUPS AND END OF YEAR THIRD-, SIXTH-, AND NINTH-GRADE STUDENTS. A SECOND LIST WAS GENERATED 8 WEEKS AFTER THE FIRST ONE. THE TEACHER'S ROLE IN ANALYSIS AND CORRECTION OF BEHAVIOR PROBLEMS IS DEFINED, AND SPECIFIC PROCEDURES FOR HANDLING STUDENT AGGRESSION IN THE CLASSROOM ARE OUTLINED. THE TWO LISTS WERE CORRELATED TO DETERMINE THE CONSISTENCY OF BEHAVIOR PROBLEMS IN DIFFERENT CHILDREN AS PERCEIVED BY TEACHERS IN THE PROJECT. THE PURPOSE OF THE USE OF PSYCHOLOGICAL TESTS IN STUDYING BEHAVIOR PROBLEMS WAS DESCRIBED. (FS)

ED 011 212 RC 000 453

CURRICULUM GUIDE IN CONSERVATION EDUCATION.

BY- HERRINGTON, EUGENE H. ROBBINS, LARRY
COLORADO STATE DEPT. OF EDUCATION, DENVER
COLORADO STATE DEPT. OF GAME, FISH AND PARKS, DENVER

PUB DATE APR 64

EDRS PRICE MF-$0.18 HC-$3.48 87P.

DESCRIPTORS- *CLASS ACTIVITIES, *CONSERVATION EDUCATION, *CURRICULUM GUIDES, *GENERAL SCIENCE, *NATURAL RESOURCES, AGRICULTURAL TRENDS, BIOLOGY, DEMONSTRATION PROJECTS, DENVER, HUMAN RESOURCES, INTERMEDIATE GRADES, JUNIOR HIGH SCHOOLS, LAND USE, PRIMARY GRADES, WATER RESOURCES,

THIS CURRICULUM GUIDE PRESENTS CONSERVATION OF NATURAL RESOURCES AS AN INTEGRATED NATURAL SCIENCE STUDY. NATURAL RESOURCES ARE SEEN AS BEING INORGANIC (MINERALS, AIR, WATER, AND SOIL) OR ORGANIC (PLANT, ANIMAL, AND HUMAN). THESE RESOURCES ARE PRESENTED AS SUGGESTED CLASSROOM ACTIVITIES DESIGNED FOR THE PRIMARY, INTERMEDIATE, AND JUNIOR HIGH STUDENTS. VOCABULARY LISTS AND BIBLIOGRAPHIES OF BOOKS, PAMPHLETS, FILMS, FILMSTRIPS, AND OTHER AIDS ARE INCLUDED. (FS)

ED 011 213 RC 000 466

COLORADO ART GUIDE K-12.

BY- LATTING, LUCILE H. AND OTHERS
COLORADO STATE DEPT. OF EDUCATION, DENVER

PUB DATE SEP 64

EDRS PRICE MF-$0.27 HC-$5.92 148P.

DESCRIPTORS- *ART, *ART ACTIVITIES, *ART EDUCATION, *CREATIVE ART, *FACILITIES, ART APPRECIATION, ART MATERIALS, CORE COURSES, CURRICULUM GUIDES, DENVER, INSTRUCTIONAL PROGRAM DIVISIONS, PHILOSOPHY,

THIS DOCUMENT IS A GUIDE FOR TEACHING ART IN KINDERGARTEN THROUGH 12TH GRADE. IT PRESENTS BACKGROUND INFORMATION IN THE AREAS OF THE PHILOSOPHY OF ART, UNDERSTANDING WORLD CULTURES AS RELATED TO ART, AND ART AND THE COMMUNITY. THE ROLES OF ART COORDINATOR, CLASSROOM TEACHER, PRINCIPAL, AND PARENT ARE DISCUSSED. THE ELEMENTS AND PRINCIPLES IN ART, ART FACILITIES, AND ART PROGRAMS ARE PRESENTED IN DETAIL. (JH)

ED 011 214 RC 000 542

SUCCESSFUL TEACHER PRACTICES IN THE TEACHING OF INDIAN YOUNGSTERS.

BY- BERNARDONI, LOUIS C. AND OTHERS
ARIZONA STATE DEPT. OF PUBLIC INSTRUCTION, PHOENIX

PUB DATE 61
EDRS PRICE MF-$0.09 HC-$2.24 56P.

DESCRIPTORS- *AMERICAN INDIANS, *CHILDREN, *EDUCATION, *INSTRUCTIONAL AIDS, *TEACHING, ELECTIVE READING, ELEMENTARY SCHOOLS, ENGLISH (SECOND LANGUAGE), INTERMEDIATE GRADES, LIBRARIES, MOTIVATION, NAVAHO, PERCEPTION, PHOENIX, READING READINESS, SANITATION, STUDENT ADJUSTMENT, TEACHING GUIDES, TEACHING METHODS, UNITS OF STUDY (SUBJECT FIELDS), WHITE MOUNTAIN APACHES,

THE ARIZONA COORDINATING COUNCIL FOR RESEARCH IN INDIAN EDUCATION REQUESTED THAT TEACHERS SUMMARIZE PARTICULAR TECHNIQUES, AIDS, AND UNITS EFFECTIVE WITH INDIAN CHILDREN. THIS DOCUMENT IS A COMPILATION OF THOSE SUMMARIES. TECHNIQUES PRESENTED INCLUDE DEVELOPING PRIMARY GRADE CREATIVE WRITING, CREATING READING ATMOSPHERE AND MOTIVATION, TEACHING VOWEL SOUNDS THROUGH MUSIC, STORY TELLING AND DRAMATIZATION, LEARNING TO SPEAK ENGLISH, LEARNING POETRY, USING THE LIBRARY IN SUPPLEMENTAL READING, AND PHONICS. OTHER TECHNIQUES OFFERED INCLUDE THOSE FOR DEVELOPING MOTIVATION FOR WORD PROBLEMS, BUILDING SIGHT RECOGNITION OF NUMBERS AND COLORS, DEVELOPING SCIENCE VOCABULARY, TEACHING NONENGLISH-SPEAKING CHILDREN, CORRELATING ART IN THE CURRICULUM, DEVELOPING IN ARTS AND CRAFTS, AND TEACHING GEOGRAPHY. HELPFUL IDEAS ARE PRESENTED FOR FIRST-GRADE NAVAHOS, INCLUDING AIDS FOR ENRICHMENT, AIDS FOR ARITHMETIC, SAND PAINTING, FIELD TRIPS, AND A NUMBER OF GENERAL TEACHER AIDS. SPECIAL UNITS ON SANITATION, BABY ANIMALS, LANGUAGE THROUGH GEOGRAPHY, CATTLE, AND TOTAL SCHOOL ADJUSTMENT TO THE FIRST GRADES, PLUS A BEGINNER'S DAY PROGRAM AND AN INTER- INTRA-MURAL PROGRAM ARE ALSO INCLUDED. (RB)

ED 011 215 RC 000 563
SOCIAL AND ATTITUDINAL CHARACTERISTICS OF MIGRANT AND EX-MIGRANT WORKERS--NEW MEXICO, COLORADO, ARIZONA AND TEXAS.
By- ULIBARRI, HORACIO
NEW MEXICO UNIV., ALBUQUERQUE, COLL. OF EDUCATION
EDRS PRICE MF-$0.18 HC-$3.32 83P.

DESCRIPTORS- *ECONOMIC DISADVANTAGEMENT, *MIGRANT WORKERS, *SOCIAL CHARACTERISTICS, *SPANISH CULTURE, ADULT EDUCATION, ALBUQUERQUE, ATTITUDES, BRACEROS, CHILDREN, ECONOMICS, ETHNIC GROUPS, FAMILY (SOCIOLOGICAL UNIT), GOVERNMENTAL STRUCTURE, HEALTH, INSTITUTIONS, RACIAL CHARACTERISTICS, RECREATION, RELIGION, RESEARCH PROBLEMS, SPANISH AMERICANS,

THE PURPOSE OF THIS RESEARCH REPORT WAS TO COLLECT SOCIOLOGICAL DATA ON THE ATTITUDINAL ORIENTATIONS OF MIGRANT WORKERS. THE SAMPLE CONSISTED OF 65 PERSONS OF SPANISH-AMERICAN HERITAGE. NO ATTEMPT AT RANDOMIZATION WAS MADE IN SELECTING THE SAMPLE. DATA WERE COLLECTED USING AN OPEN-ENDED TYPE INTERVIEW SCHEDULE. THOSE ATTITUDINAL CHARACTERISTICS SPECIFICALLY ISOLATED FOR STUDY WERE FAMILY, HEALTH, ECONOMICS, GOVERNMENT, CHILDREN, RELIGION, AND RECREATION. CONCLUSIONS WERE DRAWN THAT (1) THE SAMPLE SHOWED PRESENT-TIME REWARD EXPECTATIONS IN ALL AREAS, (2) GREAT TIMIDITY AND PASSIVITY WAS SHOWN IN THE AREAS OF EDUCATION, HEALTH, AND ECONOMICS, (3) SATISFACTION WAS SHOWN IN FAMILY LIFE ALTHOUGH THE NUCLEAR FAMILY HAD IN MOST CASES REPLACED THE TRADITIONAL EXTENDED FAMILY, (4) THEY WERE FUTILITARIAN ABOUT THE EDUCATION OF THEIR CHILDREN, (5) THEY SHOWED TENDENCIES OF RESIGNATION TO THEIR ECONOMIC STATUS, AND (6) THE SAMPLE SHOWED DEFINITE ETHNOCENTRIC TENDENCIES. (JH)

ED 011 216 RC 000 709
BLOOMINGTON BASE THREE PLAN FOR SMALL HIGH SCHOOL CURRICULUM DEVELOPMENT.
By- PELLEGRIN, JOSEPH
BLOOMINGTON COMMUNITY SCHOOLS, WIS.
PUB DATE 14 MAR 68
EDRS PRICE MF-$0.09 HC-$0.60 15P.

DESCRIPTORS- *CURRICULUM DEVELOPMENT, *CURRICULUM PLANNING, *HIGH SCHOOLS, *SMALL SCHOOLS, BLOOMINGTON, BLOOMINGTON CURRICULUM PLAN, CURRICULUM, EDUCATIONALLY DISADVANTAGED, PSYCHOMOTOR SKILLS, QUARTER SYSTEM, STAFF UTILIZATION, TIME BLOCKS,

A CURRICULUM PLAN HAS BEEN DEVELOPED BY THE BLOOMINGTON, WISCONSIN, COMMUNITY SCHOOLS TO EXPAND CURRICULUM OFFERINGS BY 30 PERCENT USING EXISTING TEACHING STAFF AND PHYSICAL FACILITIES. THE SCHOOL DAY IS DIVIDED INTO 21 MODULES OF 10 MINUTES EACH. SEVEN MODULES ARE GROUPED INTO A BLOCK. THREE BLOCKS CONSTITUTE A SCHOOL DAY. THE SCHOOL YEAR IS DIVIDED INTO THREE QUARTERS OF 13 WEEKS EACH. AT LEAST TWO ACADEMIC STUDENTS ARE TAKEN FOR ONE QUARTER AND THEN DROPPED, WITH TWO OTHERS SUBSTITUTED. ONE TIME BLOCK EACH DAY THROUGHOUT THE YEAR IS DEVOTED TO MANIPULATIVE SKILLS. TEACHER PREPARATION TIME CONSTITUTES ONE THIRD OF THE TEACHING DAY. RESULTS WILL BE TABULATED AND CATEGORIZED FOR FINAL EVALUATION AT THE END OF THE 1966-67 SCHOOL YEAR. (JH)

ED 011 217 RC 000 781
FLORIDA "STATE" MIGRANT HEALTH PROJECT, ANNUAL PROGRESS REPORT 1964 - 1965.
FLORIDA STATE BOARD OF HEALTH, JACKSONVILLE
PUB DATE 65
EDRS PRICE MF-$0.27 HC-$6.84 171P.

DESCRIPTORS- *CLINICS, *HEALTH EDUCATION, *MIGRANT HEALTH SERVICES, *MIGRANT HOUSING, *SANITATION IMPROVEMENT, HEALTH PROGRAMS, JACKSONVILLE, MIGRANT PROBLEMS, MIGRANT WORKERS, PUBLIC RELATIONS,

THE REPORT DISCUSSES THE HOUSING, HEALTH SERVICES, SANITATION, AND HEALTH EDUCATION PROGRAMS FOR MIGRANT AGRICULTURAL WORKERS IN FLORIDA. IT STATES THE OBJECTIVES OF EACH PROGRAM, PROGRAM ACCOMPLISHMENTS DURING THE YEAR, AND SUGGESTIONS FOR FUTURE PROGRAMS. (CL)

ED 011 218 RC 000 782
BETTER HEALTH FOR MIGRANTS.
FLORIDA STATE BOARD OF HEALTH, JACKSONVILLE
PUB DATE SEP 65
EDRS PRICE MF-$0.09 HC-$1.20 30P.

DESCRIPTORS- *HEALTH SERVICES, *MIGRANT PROBLEMS, *MIGRANTS, CHURCH MIGRANT PROJECTS, DAY CARE SERVICES, FLORIDA MIGRANT HEALTH PROJECT, HEALTH CONDITIONS, HEALTH PROGRAMS, JACKSONVILLE, MIGRANT HOUSING, MIGRATION PATTERNS, MINORITY GROUPS, NEGROES, STATISTICAL DATA, WAGES,

THIS ISSUE OF "FLORIDA HEALTH NOTES" DISCUSSES FLORIDA'S

MIGRANTS AND THE MIGRANT HEALTH SERVICES PROVIDED BY THE STATE BOARD OF HEALTH AND THE COUNTY HEALTH DEPARTMENTS. THE FOLLOWING TOPICS ARE DISCUSSED--THEIR HOUSING AND SANITATION FACILITIES, THEIR LONG WORKING HOURS AND LOW WAGES, THEIR SUMMER MIGRATION PATTERNS, THEIR HEALTH PROBLEMS, AND FACTORS LEADING TO THEIR MIGRANCY. FLORIDA IS ATTEMPTING TO ASSIST THE MIGRANTS BY PROVIDING--HEALTH SERVICES THROUGH THE CHRISTIAN MIGRANT MINISTRY, IMPROVED HOSPITALIZATION PROGRAMS, THE STATE'S MIGRANT HEALTH PROJECT, MAKING PUBLIC HEALTH NURSES, PHYSICIANS, SANITARIANS, HEALTH EDUCATORS, SOCIAL WORKERS, NUTRITIONISTS, CLINIC-AIDES, EQUIPMENT, AND MEDICATIONS AVAILABLE FOR THIRTEEN COUNTIES, AND THE HEALTH INDEX REFERRAL SYSTEM, FOR TRANSFERRING HEALTH SERVICES INFORMATION FROM COUNTY TO COUNTY OR FROM STATE TO STATE. FLORIDA HAS A MIGRANT HEALTH COORDINATOR TO ORGANIZE THE ACTIVITIES OF THE STATE BOARD OF HEALTH AND THE COUNTY DEPARTMENTS WITH THE WORK OF OTHER AGENCIES AND ORGANIZATIONS. THE PUBLICATION CONCLUDES THAT A MAJOR HEALTH SERVICES PROBLEM IS GETTING THE MIGRANTS TO AVAIL THEMSELVES OF THE SERVICES THAT ARE PRESENTLY PROVIDED. THIS ARTICLE IS PUBLISHED IN "FLORIDA HEALTH NOTES," VOLUME 57, NUMBER 7, SEPTEMBER 1965. (RB)

ED 011 219 RC 000 647

KNOW YOUR NEVADA INDIANS.
By- POEHLMAN, CHARLES H. AND OTHERS
NEVADA STATE DEPT. OF EDUCATION, CARSON CITY
PUB DATE 66

EDRS PRICE MF-$0.18 HC-$3.76 94P.

DESCRIPTORS- *AMERICAN INDIANS, *CULTURAL DIFFERENCES, *EDUCATION, *GOVERNMENT (ADMINISTRATIVE BODY), *HEALTH, CARSON CITY, CHARTS, ECONOMICS, ENGLISH (SECOND LANGUAGE), FAMILY STRUCTURE, HANDICRAFTS, HISTORY, LANGUAGES, NORTHERN PAIUTES, POPULATION DISTRIBUTION, RELIGION, SHOSHONES, SOUTHERN PAIUTES, STATISTICAL DATA, WASHOES,

THIS PUBLICATION PRESENTS THE RESULTS OF A STUDY OF THE SOCIOCULTURAL BACKGROUNDS OF THE PAIUTE, WASHOE, AND SHOSHONE INDIANS OF NEVADA. INCLUDED ARE AN OUTLINE OF GENERAL PROBLEMS PERTAINING TO INDIAN EDUCATION, SOME DISTINCT CULTURAL DIFFERENCES BETWEEN THE DOMINANT NON-INDIAN SOCIETY AND THE INDIAN SOCIETY, AND THE PREHISTORIC ASPECTS OF THE DESERT CULTURE IN THE GREAT BASIN. NEVADA INDIANS ARE DISCUSSED WITH RESPECT TO HOME AND FAMILY, RELIGION, ECONOMY, EDUCATION, HEALTH, LAW, AND GOVERNMENT. MAPS, TABLES, AND CHARTS SUMMARIZE INFORMATION ABOUT NEVADA INDIAN TRIBES, POPULATION DISTRIBUTION, ARCHAEOLOGICAL SITES AND REGIONS, INDIAN TRIBAL DIVISIONS OF WESTERN NORTH AMERICA, CAUSES OF DEATH AMONG NEVADA INDIANS, AND INDIAN RESERVATIONS IN NEVADA. THE DOCUMENT ALSO INCLUDES A BIBLIOGRAPHY. (RB)

ED 011 220 RC 000 681

THE INTERMEDIATE TEACHER'S ROLE WITH INDIAN CHILDREN.
PUB DATE 66

EDRS PRICE MF-$0.09 HC-$0.20 9P.

DESCRIPTORS- *BILINGUAL STUDENTS, *CULTURE, *INTERMEDIATE GRADES, *LECTURE, *TEACHER CHARACTERISTICS, NEVADA STATE DEPARTMENT OF EDUCATION,

THIS DOCUMENT PRESENTS DESIRABLE CHARACTERISTICS POSSESSED BY INTERMEDIATE GRADE TEACHERS OF INDIAN CHILDREN. TO BE EFFECTIVE WITH INDIAN CHILDREN, INTERMEDIATE GRADE TEACHERS SHOULD HAVE WARMTH, SUPPORTIVENESS, AN UNDERSTANDING PERSONALITY, AND AN ENCOURAGING APPROACH. IN ADDITION, THEY SHOULD HAVE INSERVICE TRAINING AND BE AWARE OF BILINGUAL PROBLEMS. THE LECTURE APPROACH TO TEACHING INDIAN CHILDREN SHOULD BE LIMITED, AND TEACHERS SHOULD HELP THEIR INDIAN STUDENTS DEVELOP A GOOD SELF-IMAGE, A SENSE OF RESPONSIBILITY FOR LAW AND ORDER, AND ATTITUDES APPROPRIATE TO A MIDDLE-CLASS CULTURE. (JH)

ED 011 221 RC 000 894

SO YOU WANT TO START A CENTRALIZED ELEMENTARY LIBRARY.
By- DOBER, VIRGINIA
WEST VIRGINIA STATE DEPT. OF EDUCATION, CHARLSTON
EDRS PRICE MF-$0.09 HC-$1.40 35P.

DESCRIPTORS- *CATALOGS, *ELEMENTARY SCHOOL LIBRARIES, *LIBRARY EQUIPMENT, *LIBRARY INSTRUCTION, *LIBRARY STANDARDS, AUDIOVISUAL AIDS, CHARLESTON, LIBRARY FACILITIES, LIBRARY PROGRAMS,

THIS DOCUMENT PRESENTS THE NECESSARY INFORMATION FOR STARTING A CENTRALIZED ELEMENTARY LIBRARY. THE FOLLOWING ARE DISCUSSED IN DETAIL--SOURCES OF PROFESSIONAL AND NONPROFESSIONAL HELP, ORGANIZATIONS AND COMPANIES TO CONTACT FOR CATALOGS AND SUPPLIES, HOW TO SURVEY THE PHYSICAL RESOURCES AND UTILIZE THEM, TYPES OF MATERIAL FOUND IN AN ELEMENTARY LIBRARY, SUPPLIES NEEDED, ORGANIZATION OF EXISTING BOOKS, GETTING BOOKS REBOUND, AND CLASSIFYING AND CATALOGING BOOKS. THE APPENDIX LISTS SHELVING SPECIFICATIONS FOR BOOKS, PERIODICALS, RECORDS, AND REFERENCE BOOKS. (JH)

ED 011 222 RC 000 909

TIPS FOR TEACHERS.
ALASKA STATE DEPT. OF EDUCATION, JUNEAU
BUREAU OF INDIAN AFFAIRS - BRANCH OF EDUCATION
PUB DATE SEP 61

EDRS PRICE MF-$0.09 HC-$1.64 41P.

DESCRIPTORS- *BOOKS, *RURAL SCHOOLS, *TEACHING GUIDES, CURRICULUM DEVELOPMENT, DAY SCHOOLS, DORMITORIES, INSTRUCTIONAL AIDS, INSTRUCTIONAL MATERIALS, REFERENCE MATERIALS JUNEAU, SCHOOL POLICY, SCHOOL SCHEDULES, SCHOOLS, STUDENTS,

THIS HANDBOOK WAS PREPARED FOR USE BY ALL TEACHERS IN THE RURAL SCHOOLS OF ALASKA, AND SPECIFICALLY FOR THE BEGINNING TEACHER IN ONE- OR TWO-ROOM SCHOOLS. IT INCLUDES INFORMATION ABOUT BASIC POLICY, PRESCHOOL PROCEDURES, THE FIRST DAY, THE FIRST WEEK, THE FIRST MONTH, A SUGGESTED SCHEDULE FOR A ONE-TEACHER SCHOOL, FACTORS IN CURRICULUM ADJUSTMENT, SUGGESTED TEACHING AIDS, AND APPLICATIONS FOR BOARDING SCHOOLS. ALSO INCLUDED ARE A LIST OF RECOMMENDED PROFESSIONAL REFERENCES AND SOURCES OF MATERIALS. (RD)

ED 011 223 RC 000 913

BEGINNING READING PATTERNS AND PRESCHOOL EMOTIONAL PROBLEMS.
IN EDUC. HORIZ., 44/3-9, FALL 1965
By- CARRITHERS, LURA M.
PUB DATE 65

EDRS PRICE MF-$0.09 HC-$0.36 9P.

DESCRIPTORS- *EMOTIONAL PROBLEMS, *PRESCHOOL CHILDREN, *PSYCHOLOGICAL PATTERNS, *READING ACHIEVEMENT, *READING DEVELOPMENT, GRADE 1, PRESCHOOL EVALUATION, READING FAILURE, READING PATTERNS, READING RESEARCH, STUDENT ATTITUDES,

FOUR HYPOTHESES WERE INVESTIGATED IN A STUDY DESIGNED TO DISCOVER WHETHER READING PATTERNS AND SUCCESS DURING CHILDREN'S PRIMARY YEARS COULD BE ANTICIPATED FROM EMOTIONAL CLASSIFICATIONS DETERMINED DURING THEIR PRESCHOOL YEARS. IT WAS HYPOTHESIZED THAT CHILDREN WITH EMOTIONAL DIFFICULTIES DURING PRESCHOOL YEARS WOULD HAVE MORE DIFFICULTY LEARNING TO READ, FOLLOW DIFFERENT READING PATTERNS, AND HAVE MORE NEGATIVE ATTITUDES. ALSO, IT WAS HYPOTHESIZED THAT ASSESSMENT OF EMOTIONAL CLASSIFICATIONS DURING PRESCHOOL WOULD PROVIDE CLUES TO LATER READING DIFFICULTIES. THE SUBJECTS WERE 61 CHILDREN ENROLLED IN THE CAMPUS ELEMENTARY SCHOOL AT THE UNIVERSITY OF WISCONSIN-MILWAUKEE. ALL WERE GIVEN AN EMOTIONAL CLASSIFICATION AT THE PRESCHOOL LEVEL BY A QUALIFIED SCHOOL PSYCHOLOGIST, BY A SOCIAL WORKER WHO VISITED THE MOTHER AT HOME, AND BY THE CHILDREN'S TEACHERS. CERTAIN READING PATTERNS WERE OUTLINED, AND THE CHILDREN WERE TESTED THREE TIMES EACH YEAR WITH THE GRAY ORAL READING PARAGRAPHS FOR EVIDENCE OF FOLLOWING THESE PATTERNS. READING ACHIEVEMENT WAS DETERMINED BY THE METROPOLITAN ACHIEVEMENT TEST GIVEN EACH SPRING. READING ATTITUDES WERE RATED BY A TRAINED RESEARCH ASSISTANT. IN GENERAL, ALL HYPOTHESES WERE ACCEPTED. IMPLICATIONS FOR EDUCATION AND REFERENCES ARE PROVIDED. THIS ARTICLE IS A REPRINT FROM "EDUCATIONAL HORIZONS," FALL 1965. (RH)

ED 011 224 RE 000 032

A SUPPLEMENT TO THE INVENTORY OF PROJECTS AND ACTIVITIES IN READING AND ENGLISH.

BY- HAYES, ALFRED S. BABYLON, SALLY

CENTER FOR APPLIED LINGUISTICS, WASHINGTON, D.C.
PUB DATE JUL 66

EDRS PRICE MF-$0.09 HC-$1.72 43P.

DESCRIPTORS- *CURRICULUM RESEARCH, *INSTRUCTIONAL IMPROVEMENT, *LANGUAGE ARTS, *READING RESEARCH, *REMEDIAL READING, AUDIOVISUAL AIDS, COLLEGE PROGRAMS, DISTRICT OF COLUMBIA, ENGLISH, ENRICHMENT PROGRAMS, GRADE 1, GRADE 10, GRADE 11, GRADE 12, GRADE 2, GRADE 3, GRADE 4, GRADE 5, GRADE 6, GRADE 7, GRADE 8, GRADE 9, INSERVICE TEACHER EDUCATION, LINGUISTICS, MATERIAL DEVELOPMENT, SURVEYS,

A SUPPLEMENT TO THE INVENTORY OF PROJECTS AND ACTIVITIES IN READING AND ENGLISH PUBLISHED IN FEBRUARY 1966 IS PRESENTED. A NEW TOPICAL INDEX WAS ADDED WHICH SHOULD INCREASE THE USEFULLNESS OF THE SUPPLEMENT. PROGRAMS, PROJECTS, AND ACTIVITIES DESIGNED TO EVALUATE AND TO IMPROVE THE TEACHING OF READING AND ENGLISH IN SCHOOLS AND COLLEGES ARE DESCRIBED BRIEFLY. THE DESCRIPTIONS OF PROGRAMS ARE ARRANGED BY STATE AND BY LEVEL OF INSTRUCTION. THE NAMES AND AFFILIATIONS OF RESPONSIBLE PERSONNEL ARE CEARLY INDICATED. THE INVENTORY INCLUDES INFORMATION ON THE FOLLOWING TYPES OF ACTIVITIES--(1) ACTION PROGRAMS TO EXPLOIT ADVANCES IN LINGUISTIC SCIENCES AND RELATED FIELDS, (2) PROJECTS AND ACTIVITIES TO EXPLORE WAYS OF HANDLING THE SPECIAL LANGUAGE PROBLEMS OF SPEAKERS OF NONSTANDARD VARIETIES OF ENGLISH, (3) SCHOOL-BASED COMPARATIVE EXPERIMENTS, (4) STUDIES OF LANGUAGE ARTS AND ENGLISH CURRICULUMS WITH A VIEW TO MODIFICATION OR REVISION, (5) PROJECTS TO PREPARE NEW TEACHING MATERIALS AND/OR TESTS, (6) PROJECTS TO EXPLOIT AUDIOVISUAL AIDS, AND (7) SCHOLARLY RESEARCH DIRECTLY RELATED TO ANY OF THE ABOVE. THE PROJECTS INCLUDED WERE NOT COMPLETED PRIOR TO AUGUST 1965. (RH)

ED 011 225 RE 000 038

EVALUATION OF NATIONAL DEFENSE EDUCATION ACT INSTITUTES FOR ADVANCED STUDY IN READING, 1965. FINAL REPORT.

BY- STAUFFER, RUSSELL G. AND OTHERS

INTERNATIONAL READING ASSN., NEWARK, DEL.
PUB DATE NOV 65

EDRS PRICE MF-$0.18 HC-$4.04 101P.

DESCRIPTORS- *EVALUATION, *EVALUATION TECHNIQUES, *PROGRAM EVALUATION, FACULTY EVALUATION, INTERVIEWS, NEWARK, READING IMPROVEMENT, READING MATERIALS, READING PROGRAMS, TEACHER EVALUATION,

AN EVALUATION OF 34 INSTITUTES UNDER THE NATIONAL DEFENSE EDUCATION ACT (NDEA) FOR ADVANCED STUDY IN READING WAS CONDUCTED BY THE INTERNATIONAL READING ASSOCIATION TO ELICIT INFORMATION IN THE FOLLOWING AREAS--(1) CONGRUENCE OF PROGRAM WITH DETAILS OF THE ORIGINAL PROPOSAL, (2) EFFECTIVENESS OF THE IMPLEMENTATION OF PROGRAM CONTENT, (3) EFFICIENCY OF ADMINISTRATION, AND (4) APPROPRIATENESS OF THE PHYSICAL CONDITIONS. VISITING TEAMS CODUCTED INTERVIEWS WITH INSTITUTE DIRECTORS, STAFF MEMBERS, AND PARTICIPANTS WITH THE AID OF CHECKLISTS. SUMMARIES OF THE INTERVIEW FINDINGS AND THE GENERAL REACTIONS OF THE VISITING REGIONAL DIRECTORS ARE INCLUDED IN THE REPORT. RECOMMENDATIONS FOR FUTURE INSTITUTES CONCLUDE THE REPORT. THE MEMBERS OF THE VISITING TEAMS AND THE NDEA INSTITUTES FOR ADVANCED STUDY IN READING, 1965. THE NAMES OF THE EVALUATION PERSONNEL AND THE CHECKLIST ITEMS USED TO GUIDE THE INTERVIEWS ARE PROVIDED. (RH)

ED 011 226 RE 000 054

TEACHER VERBAL CUES AND PUPIL PERFORMANCE ON A GROUP READING TEST.

BY- LAND, GEORGE S.

PUB DATE 65

EDRS PRICE MF-$0.09 HC-$0.68 17P.

DESCRIPTORS- *READING COMPREHENSION, *READING RESEARCH, *READING SPEED, *VERBAL COMMUNICATION, GRADE 2, GRADE 3, NEW DEVELOPMENTAL READING TESTS, READING ACCURACY,

A STUDY DESIGNED TO DETERMINE THE EFFECT ON CLASS PERFORMANCE OF VERBAL CUES ADMINISTERED AS PUPILS WORKED ON A GROUP READING TEST WAS CONDUCTED. THE SUBJECTS WERE PUPILS IN 18 SECOND-GRADE CLASSES AND 18 THIRD-GRADE CLASSES TO WHICH 36 FEMALE STUDENT TEACHERS WERE ASSIGNED. THE TASKS WERE TWO SUBTESTS OF THE "NEW DEVELOPMENTAL READING TESTS." THE CLASSES WERE ASSIGNED RANDOMLY TO ONE OF THREE TREATMENTS--CUES FOR SPEED, CUES FOR ACCURACY, AND NO VERBAL CUES. THE TEACHERS WERE TRAINED TO ADMINISTER THE TEST AND TO GIVE THE SPEED AND ACCURACY CUES. TEST SCORES WERE TREATED BY ANALYSIS OF VARIANCE AND SCHEFFE CONFIDENCE INTERVALS AT THE .01 AND .05 LEVELS OF SIGNIFICANCE RESPECTIVELY. INDEPENDENT SOURCES OF VARIATION WERE TREATMENTS, GRADE LEVELS, SEX, AND READING ACHIEVEMENT LEVELS. RESULTS INDICATED THAT GIRLS WERE MORE RESPONSIVE TO TEACHERS' CUES THAN BOYS. THE

SPEED-TREATMENT GROUP DID ATTEMPT MORE ITEMS THAN THE OTHER GROUPS, AND THE ACCURACY-TREATMENT GROUPS DID ACHIEVE A HIGHER RATIO OF ITEMS CORRECT. HOWEVER, DIFFERENCES WERE NOT SIGNIFICANT. TABLES, REFERENCES, AND THE CUES USED ARE PROVIDED. (RH)

ED 011 227 RE 000 055

GRAPHEME-PHONEME REGULARITY AND ITS EFFECTS ON EARLY READING--A PILOT STUDY.

By- KJELDERGAARD, PAUL M. FRANKENSTEIN, ROSELYN

PITTSBURGH UNIV., PA., LEARNING RES. AND DEV. CTR.
REPORT NUMBER WP-2 PUB DATE FEB 67
EDRS PRICE MF-$0.09 HC-$0.68 17P.

DESCRIPTORS- *BEGINNING READING, *KINDERGARTEN, *PHONETICS, *READING INSTRUCTION, *READING RESEARCH, LEARNING RESEARCH AND DEVELOPMENT CENTER, METROPOLITAN ACHIEVEMENT TEST, MODIFIED ALPHABET TEST, MODIFIED HARRISON STROUD WORD MATCHING, PITTSBURGH, PREREADING EXPERIENCE, READING MATERIALS, STANFORD BINET VOCABULARY, STIMULUS BEHAVIOR, TEACHING TECHNIQUES, TRANSFER OF TRAINING, UNIVERSITY OF PITTSBURGH, WORD RECOGNITION,

A PILOT EXPERIMENT CONDUCTED TO TEST THE EFFECT OF A SPECIALLY DEVISED PHONIC APPROACH TO EARLY READING IS DESCRIBED. THE PHONIC METHOD USED ACHIEVED SOUND-SYMBOL REGULARITY AND HAD THE FOLLOWING CHARACTERISTICS--(1) CONSONANT GRAPHEMES EACH REPRESENTED ONLY ONE SOUND AND WERE PRINTED USING NEARLY STANDARD ALPHABETIC SYMBOLS. (2) EACH VOWEL PHONEME WAS ASSOCIATED WITH A COLOR, AND THE GRAPHEMIC REPRESENTATION OF THE VOWEL WAS PRINTED IN THAT COLOR. FOR EXAMPLE, THE E IN HE, THE EA IN HEAT, AND THE Y IN HAPPY WERE ALL PRINTED IN BLUE. (3) UNSOUNDED, OR SILENT LETTERS, SUCH AS THE B IN LAMB WERE SYMBOLIZED BY OUTLINE LETTERS. A SPECIAL FONT WAS DESIGNED TO MINIMIZE VISUAL CONFUSIONS. SUBJECTS WERE 20 5-YEAR-OLDS ATTENDING A PRIVATE KINDERGARTEN IN A SUBURBAN MIDDLE-CLASS COMMUNITY. TECHNIQUES AND MATERIALS USED DURING THE 7-MONTHS TEACHING PERIOD ARE DESCRIBED. ACHIEVEMENT WAS MEASURED BY FOUR SPECIAL TESTS DESIGNED FOR THE EXPERIMENT AND THE METROPOLITAN ACHIEVEMENT TEST ADMINISTERED UNDER STANDARD CONDITIONS. RESULTS INDICATED THAT WITH SUCH A SYSTEM CHILDREN WITH MENTAL AGES UNDER 7 COULD LEARN TO READ AND TO GENERALIZE TO STANDARD PRINT WITHOUT FORMAL TRAINING. SAMPLE INSTRUCTIONAL MATERIALS, TEST ITEMS, TABLES, AND FIGURES ARE INCLUDED. (RH)

ED 011 228 RE 000 056

READING AND BASIC SUBJECT MATTER ACHIEVEMENT OF JOB CORPS URBAN CENTER TRAINEES.

By- KLING, MARTIN

PUB DATE 3 DEC 66
EDRS PRICE MF-$0.09 HC-$0.92 23P.

DESCRIPTORS- *ADULT EDUCATION PROGRAM, *DROPOUTS, *EDUCATIONAL RESEARCH, *SOCIALLY DISADVANTAGED, *UNDERACHIEVERS, ACADEMIC ACHIEVEMENT, CAMP KILMER, CULTURALLY DISADVANTAGED, EDUCATIONAL TESTING, JOB TRAINING PROGRAM, POST TESTING, PRETESTING, SOCIOECONOMIC STATUS, ST. PETERSBURG,

IN AN ADDRESS THE AUTHOR DESCRIBED A STUDY OF THE GAINS IN READING, ARITHMETIC, AND LANGUAGE OVER A 3-MONTH PERIOD MADE BY JOB CORPS ENROLLEES AT CAMP KILMER. THESE ENROLLEES WERE BETWEEN 16 AND 21 YEARS OLD, CITIZENS OR PERMANENT RESIDENTS OF THE UNITED STATES, SCHOOL DROPOUTS FOR 3 MONTHS OR MORE, UNABLE TO HOLD AN ADEQUATE JOB, UNDERPRIVILEGED BECAUSE OF IMPOVERISHED SURROUNDINGS, AND IN NEED OF A CHANGE OF ENVIRONMENT TO BECOME USEFUL AND PRODUCTIVE CITIZENS. FROM THE ORIGINAL GROUP OF 1,100 TESTED IN MARCH 1966, ONLY 394 CORPSMEN WERE AVAILABLE TO TAKE RETESTS IN JULY 1966. THE COMPLETE BATTERY OF THE JUNIOR HIGH LEVEL, CALIFORNIA ACHIEVEMENT TESTS FOR GRADES 7, 8, AND 9, WAS ADMINISTERED. FORM X WAS ADMINISTERED IN MARCH, AND FORM Y WAS GIVEN IN JULY. FINDINGS INDICATED THAT (1) THESE INDIVIDUALS WERE FUNCTIONING AT THE BEGINNING OF THE JUNIOR HIGH LEVEL IN READING, ARITHMETIC, AND LANGUAGE, (2) THERE WERE NO STATISTICALLY SIGNIFICANT CHANGES OVER A 3-MONTH PERIOD FOR EITHER READING, ARITHMETIC, OR LANGUAGE, AND (3) THE MEANS WERE STABLE AS INDICATED BY THE RELATIVELY SMALL STANDARD ERRORS ON THE PRE-TESTS AND POST-TESTS. FINDINGS AND SUGGESTIONS FOR FURTHER RESEARCH ARE DISCUSSED. TABLES AND A BIBLIOGRAPHY ARE INCLUDED. THIS PAPER WAS AN INVITED ADDRESS TO THE ANNUAL MEETING NATIONAL READING CONFERENCE, "JUNIOR COLLEGE AND ADULT READING PROGRAMS--EXPANDING FIELDS" (16TH, ST. PETERSBURG, DECEMBER 1-3, 1966). (RH)

ED 011 229 RE 000 057

THE RETRIEVAL OF LEARNING SETS BY THE EXTERNAL DISPLAY OF READING MATERIAL.

By- WEAVER, WENDELL BICKLEY, A. C.

PUB DATE NOV 66
EDRS PRICE MF-$0.09 HC-$0.80 20P.

DESCRIPTORS- *ASSOCIATIVE LEARNING, *EDUCATIONAL RESEARCH, *EYE MOVEMENTS, *SEMANTICS, *VISUAL DISCRIMINATION, CLOZE PROCEDURE, EYE FIXATIONS, EYE REGRESSIONS, LINGUISTICS, VISUAL PERCEPTION, WRITTEN LANGUAGE,

THE VARIOUS PROCESSES AND CONTROLS INVOLVED IN THE VARIATION OF EYE MOVEMENTS ACCORDING TO READING MATERIAL ARE DISCUSSED. RELEVANT RESEARCH LITERATURE IS CITED, AND AREAS REQUIRING ADDITIONAL RESEARCH ARE OUTLINED. LANGUAGE TEXT CONTROL AND THE CENTRAL NERVOUS SYSTEM AS POSSIBLE LOCI OF CONTROL FOR EYE MOVEMENTS ARE EXPLORED. EVIDENCE SUPPORTING THE CONTROL OF EYE MOVEMENTS BY SEMANTIC REQUIREMENTS IS PRESENTED. IT IS CONCLUDED THAT LANGUAGE HAS SEQUENTIAL CONSTRAINTS INVOLVING LETTERS, WORDS, AND SEMANTIC CONTENT WHICH ENABLE A READER TO BE AWARE OF CERTAIN WORDS OR PHRASES WITHOUT ACTUALLY FOCUSING ON THEM. THE EFFECTS OF LOCATION OF A PARTICULAR WORD OR PHRASE IN A SENTENCE ON THE ABILITY OF A SOPHISTICATED READER TO DETERMINE THE WORD OR PHRASE ARE EXAMINED. THE PROCESSING OF LANGUAGE DATA IN RELATION TO SEQUENTIAL ORDER AND THE POSSIBILITY OF USING TRANSFORMATIONAL VARIATIONS OF SENTENCE FORMS TO STANDARDIZE OR INDEX EXTERNAL DEPENDENCIES OF EYE MOVEMENTS ON INTERNAL PROCESSES ARE ALSO DISCUSSED. A BIBLIOGRAPHY IS INCLUDED. THIS PAPER IS A PREPRINT TO APPEAR IN THE 16TH YEARBOOK OF THE NATIONAL READING CONFERENCE, 1967. (LB)

ED 011 230 RE 000 058

SURVEYS OF COLLEGE READING IMPROVEMENT PROGRAMS--1929-1966.

By- LOWE, A. J.

PUB DATE 66
EDRS PRICE MF-$0.09 HC-$0.56 14P.

DESCRIPTORS- *COLLEGE, *PROGRAM ADMINISTRATION, *READING PROGRAMS, COLLEGE READING ASSOCIATION, COUNSELING, EDUCATIONAL DEVELOPMENTAL LABORATORIES, INSTRUCTIONAL MATERIALS, IOWA SILENT READING TESTS, MECHANICAL TEACHING AIDS, NATIONAL READING CONFERENCE, PUBLICATIONS, QUESTIONNAIRES, READING COMPREHENSION, READING TEACHER, READING TESTS, SPEED READING, STUDY SKILLS,

THIS PAPER PRESENTS FINDINGS BASED UPON APPROXIMATELY 50 PUBLISHED SURVEYS OF COLLEGE READING PROGRAMS SINCE 1921. PROGRAMS VARIED FROM INDIVIDUAL, INCIDENTAL HELP TO COMPREHENSIVE COURSES IN READING IMPROVEMENT. NO SET PATTERNS ARE NOTED FOR LENGTH OF TRAINING, COST, OR AMOUNT OF CREDIT GIVEN. PROGRAMS PRIOR TO 1940 STRESSED STUDY HABITS, COMPREHENSION, AND SPEED OF READING. ACADEMIC CREDIT INCREASED, AND ADMINISTRATION AND ENGLISH JOINED PSYCHOLOGY AND EDUCATION IN SPONSORING PROGRAMS BETWEEN 1940 AND 1960. APPROXIMATELY 250 PROGRAMS IN SOME 400 SCHOOLS ARE REPORTED. SINCE 1950, NUMEROUS WORKBOOKS, PACERS, TACHISTOSCOPES, AND READING FILMS WERE USED IN A VARIETY OF PROGRAMS. SPEED READING BECAME A TOPIC OF INTEREST. THE ROLE OF THE COUNSELING CENTER BECAME PROMINENT IN THE ORGANIZATION OF PROGRAMS. GROWTH IN TRAINING MATERIALS, EQUIPMENT, AND TESTS PARALLELED THE GROWTH OF INSTITUTIONS AND THE ACCEPTANCE OF READING PROGRAMS. A BIBLIOGRAPHY OF 49 ITEMS IS INCLUDED. (MC)

ED 011 231 RE 000 059

FOLLOW-UP IN THE SECOND GRADE OF AN EXPERIMENT COMPARING THE INITIAL TEACHING ALPHABET AND THE TRADITIONAL ALPHABET IN FIRST-GRADE READING.

By- CHASHOFF, ROBERT E.
NEWARK STATE COLL., UNION, N.J.

PUB DATE 16 FEB 67

EDRS PRICE MF-$0.09 HC-$0.60 15P.

DESCRIPTORS- *INITIAL TEACHING ALPHABET, *METHODS RESEARCH, *READING INSTRUCTION, *READING RESEARCH, *WRITING SKILLS, GRADE 1, GRADE 2, NEW YORK CITY, ORTHOGRAPHIC SYMBOLS, READING ACHIEVEMENT, SPELLING, TRADITIONAL ORTHOGRAPHY, UNION,

DATA SECURED FROM SECOND GRADERS INVOLVED IN A COMPARISON OF THE USE OF THE INITIAL TEACHING ALPHABET (ITA) AND OF TRADITIONAL ORTHOGRAPHY WHILE IN THE FIRST GRADE ARE REPORTED. IN THE SECOND GRADE, 132 EXPERIMENTAL PUPILS TAUGHT BY ITA AND 123 CONTROL PUPILS TAUGHT WITH TRADITIONAL ORTHOGRAPHY WERE AVAILABLE FOR STUDY. A COMPARISON WAS MADE BY THE T-TEST OF THE MEDIANS OF VARIOUS TEST SCORES ACHIEVED BY THE EXPERIMENTAL AND CONTROL POPULATIONS. THE CRITERIA USED WERE THE CALIFORNIA SHORT-FORM TEST OF MENTAL MATURITY, LEVEL O, GIVEN AT THE BEGINNING OF THE FIRST GRADE, THE STANFORD ACHIEVEMENT TEST PRIMARY BATTERY II, FORM W, GIVEN NEAR THE 140TH DAY IN THE SECOND GRADE, AND RATINGS ON A WRITING SAMPLE SECURED NEAR THE 160TH DAY OF THE SECOND GRADE. DIFFERENCES IN LANGUAGE ABILITY SCORES WERE NOT SIGNIFICANT EXCEPT FOR THE WORK STUDY SKILLS SECTION WHICH FAVORED THE EXPERIMENTAL GROUP. A WRITING SAMPLE RATED AT THE END OF THE FIRST GRADE FAVORED THE EXPERIMENTAL GROUPS, ALTHOUGH THE SECOND-GRADE SAMPLE DID NOT. A TABLE COMPARING THE MISSPELLINGS OF THE TWO GROUPS AND A LIST OF REFERENCES ARE INCLUDED. THIS PAPER WAS READ AT THE AMERICAN EDUCATIONAL RESEARCH ASSOCIATION ANNUAL MEETING (NEW YORK CITY, FEBRUARY 18, 1967) AND IS A FOLLOWUP TO ED 003 469. (RH)

ED 011 232 SE 000 025

BACKGROUND FACTORS AND SUCCESS IN COLLEGE PHYSICS.

By- BOLTE, JOHN R.

PUB DATE JUN 68

EDRS PRICE MF-$0.09 HC-$0.36 9P.

DESCRIPTORS- *ACADEMIC ACHIEVEMENT, *COLLEGE SCIENCE, *PHYSICS, *SECONDARY SCHOOL SCIENCE, *STUDENT CHARACTERISTICS, ACHIEVEMENT, PHYSICAL SCIENCE STUDY COMMITTEE,

FACTORS RELATED TO ACADEMIC ACHIEVEMENT IN FIRST YEAR COLLEGE PHYSICS WERE IDENTIFIED. DATA WERE OBTAINED FROM THE RECORDS OF 923 STUDENTS WHO HAD COMPLETED THE FIRST SEMESTER OF A COLLEGE PHYSICS COURSE DURING A 5-YEAR PERIOD. MULTIPLE CORRELATIONS WERE USED TO RELATE STUDENT BACKGROUND VARIABLES TO ACHIEVEMENT IN COLLEGE PHYSICS. HIGH SCHOOL GRADE POINT AVERAGE AND CLASS RANK WERE THE MOST SIGNIFICANT PREDICTORS OF ACADEMIC ACHIEVEMENT. HIGH SCHOOL PHYSICS WAS ALSO A SIGNIFICANT PREDICTOR. BACKGROUND IN COLLEGE MATHEMATICS AND CHEMISTRY WERE SIGNIFICANTLY RELATED AT THE .05 LEVEL TO ACHIEVEMENT IN PHYSICS. HIGH SCHOOL MATHEMATICS PREPARATION WAS NOT A SIGNIFICANT PREDICTOR OF ACHIEVEMENT IN COLLEGE PHYSICS IN THIS STUDY. THIS ARTICLE IS PUBLISHED IN THE "JOURNAL OF RESEARCH IN SCIENCE TEACHING," VOLUME 4, ISSUE 2, 1966. (AG)

ED 011 233 SE 000 026

SCIENCE ACHIVEMENT AS IT RELATES TO SCIENCE CURRICULA AND PROGRAMS AT THE SIXTH GRADE LEVEL IN MONTANA PUBLIC SCHOOLS.

By- SWAN, MALCOLM D.

PUB DATE JUN 66

EDRS PRICE MF-$0.09 HC-$0.60 15P.

DESCRIPTORS- *ACADEMIC ACHIEVEMENT, *ELEMENTARY SCHOOL SCIENCE, *EVALUATION, *GRADE 6, *LEARNING, *PROGRAM EVALUATION, CURRICULUM DEVELOPMENT, MONTANA,

THE RESEARCH WAS DESIGNED TO COLLECT INFORMATION ABOUT CURRICULAR CONTENT, TO MEASURE COGNITIVE AND AFFECTIVE ACHIEVEMENT OF STUDENTS, AND TO DETECT RELATIONSHIPS BETWEEN CERTAIN SCIENCE PROGRAM FACTORS AND ACADEMIC ACHIEVEMENT. THE SAMPLE CONSISTED OF 3,060 CHILDREN AND THEIR TEACHERS AND PRINCIPALS. THROUGH A QUESTIONNAIRE, INFORMATION WAS COLLECTED FROM THE TEACHERS AND PRINCIPALS ON (1) SCHOOL FACILITIES, (2) SCIENCE BACKGROUND OF THE STUDENTS, (3) TEACHER CHARACTERISTICS, AND (4) OTHER SELECTED FACTORS. EACH RESPONSE WAS ASSIGNED A SCORE. STUDENT COGNITIVE ACHIEVEMENT WAS MEASURED USING THE METROPOLITAN ADVANCED SCIENCE TEST. AFFECTIVE LEARNING WAS MEASURED BY AN AUTHOR-CONSTRUCTED INVENTORY OF SCIENCE ATTITUDES, INTERESTS, AND APPRECIATIONS. COGNITIVE ACHIEVEMENT AND AFFECTIVE ACHIEVEMENT WERE BOTH SIGNIFICANTLY RELATED TO SEVERAL PROGRAM FACTORS AT THE .05 LEVEL. AN EXTENSIVE DISCUSSION OF IMPLICATIONS OF THE FINDINGS AND RECOMMENDATIONS FOR THE IMPROVEMENT OF PROGRAMS IS INCLUDED. THIS ARTICLE IS PUBLISHED IN THE "JOURNAL OF RESEARCH IN SCIENCE TEACHING," VOLUME 4, ISSUE 2, 1966. (RS)

ED 011 234 SE 000 034

ASSESSING THE PROGRESS OF EDUCATION IN SCIENCE.

By- TYLER, RALPH W.

PUB DATE SEP 66

EDRS PRICE MF-$0.09 HC-$0.32 8P.

DESCRIPTORS- *EDUCATIONAL OBJECTIVES, *EVALUATION, *SCIENCE EDUCATION, *SCIENTIFIC LITERACY, ADULT EDUCATION, ATTITUDES, COLLEGE SCIENCE, ELEMENTARY SCHOOL SCIENCE, SCIENTIFIC ATTITUDES, SECONDARY SCHOOL SCIENCE,

THE PROGRAM IS DESIGNED TO ASSESS UNDERSTANDING OF SCIENCE AND THE SCIENTIFIC ENTERPRISE OF PERSONS IN THE UNITED STATES. INDIVIDUALS WILL BE RANDOMLY SELECTED FROM 192 POPULATIONS. SUBGROUPS WILL BE ESTABLISHED ON THE BASIS OF GEOGRAPHIC REGION, RURAL-URBAN-SUBURBAN DIFFERENCES, SOCIOECONOMIC CLASS, AGE, AND SEX. OBJECTIVES FOR SCIENCE EDUCATION HAVE BEEN DEFINED AND TEST EXERCISES BASED ON THE OBJECTIVES WERE CONSTRUCTED DURING THE SUMMER OF 1966. THE EXERCISES ON A TRIAL BASIS FOR FALL AND WINTER 1966-1967. INTERVIEWS AND OBSERVATIONAL PROCEDURES WILL ALSO BE USED TO OBTAIN INFORMATION ABOUT INTERESTS, HABITS, AND PRACTICES. PERCENTAGES OF RESPONSES OF TOTAL POPULATIONS WILL BE USED TO REPORT FINDINGS. FUTURE EVALUATIONS WILL BE MADE AND COMPARED WITH PREVIOUS RESULTS. THIS ARTICLE IS PUBLISHED IN "THE SCIENCE TEACHER," VOLUME 33, NUMBER 6, SEPTEMBER 1966. (AG)

ED 011 235 SE 000 045

THREE EMPHASES IN TEACHING BIOLOGY--A STATISTICAL COMPARISON OF RESULTS.

By- YAGER, ROBERT E. WICK, JOHN W.

PUB DATE MAR 66

EDRS PRICE MF-$0.09 HC-$0.36 9P.

DESCRIPTORS- *BIOLOGY, *COGNITIVE DEVELOPMENT, *CRITICAL THINKING, *SECONDARY SCHOOL SCIENCE, *TEACHING METHODS, BIOLOGICAL SCIENCES CURRICULUM STUDY, GRADE 8, INSTRUCTION, TEAM TEACHING,

SEVERAL APPROACHES FOR TEACHING BIOLOGY IN EIGHTH GRADE CLASSES WERE COMPARED FOR EFFECTIVENESS IN IMPROVING STUDENT'S CRITICAL THINKING ABILITIES, UNDERSTANDING OF SCIENCE, AND KNOWLEDGE OF MAJOR CONCEPTS AND FACTS. STUDENTS WERE RANDOMLY ASSIGNED TO THREE CLASSES, EACH TAUGHT BY A TEAM OF THREE TEACHERS. CLASS A USED A TEXTBOOK LABORATORY APPROACH WITH EMPHASIS ON LEARNING BASIC CONCEPTS. CLASS B USED NUMEROUS REFERENCES AND EMPHASIZED THE VARIETY OF INTERPRETATIONS OF THEORY FORMATION STRESSED BY THE WRITERS. CLASS C USED A MULTIREFERENCE APPROACH AND EMPHASIZED THE MECHANICS OF THEORY FORMATION. THE STUDY WAS CONDUCTED DURING A 2-YEAR PERIOD. STUDENTS WERE TESTED FOR UNDERSTANDING OF SCIENCE, SKILLS IN CRITICAL THINKING, AND MASTERY OF CONTENT. ANALYSIS OF COVARIANCE WAS USED TO COMPARE PRE-TEST AND POST-TEST RESULTS. RESULTS OF THE TEST ON UNDERSTANDING SCIENCE INDICATED THAT CLASS C MADE SIGNIFICANTLY GREATER GAINS THAN EITHER CLASS A OR CLASS B. CLASS B MADE SIGNIFICANTLY GREATER GAINS THAN CLASS A. CLASSES B AND C MADE SIGNIFICANTLY GREATER GAINS THAN CLASS A ON THE TEST OF CRITICAL THINKING. NO CLASS WAS FOUND TO BE SUPERIOR ON THE TEST OF FACTUAL KNOWLEDGE. THIS ARTICLE IS PUBLISHED IN THE "JOURNAL OF RESEARCH IN SCIENCE TEACHING," VOLUME 4, ISSUE 1, 1966. (AG)

ED 011 236 SE 000 047

THE RELATIONSHIP OF THREE FACTORS IN PRINTED MATERIALS TO STUDENT ACHIEVEMENT.

By- EATON, EDWARD J.

PUB DATE MAR 66

EDRS PRICE MF-$0.09 HC-$0.32 13P.

DESCRIPTORS- *ACADEMIC ACHIEVEMENT, *ASTRONOMY, *CURRICULUM, *ELEMENTARY SCHOOL SCIENCE, *STUDENT ATTITUDES, ELEMENTARY SCHOOL SCIENCE PROJECT, EVALUATION, FLORIDA, GRADE 6, INSTRUCTIONAL MATERIALS,

THE EFFECT OF PLANNED DIFFERENCES IN TEXTUAL MATERIALS ON ELEMENTARY STUDENTS' SCIENCE ACHIEVEMENT AND ATTITUDES WAS INVESTIGATED. A CHAPTER FROM A RECENT SCIENCE TEXT WAS REWRITTEN IN SIX DIFFERENT FORMS WHICH EMPHASIZED OR DEEMPHASIZED QUESTIONS, ACTIVITIES, OR INCONGRUITIES INCLUDED IN THE ORIGINAL FORM. THE MATERIALS WERE RANDOMLY ASSIGNED TO 35 SIXTH-GRADE CLASSES IN 13 SCHOOLS. STUDENTS WERE PRETESTED AND POST-TESTED FOR ACHIEVEMENT. THE POST-TEST INCLUDED QUESTIONS RELATED TO STUDENT ATTITUDES TOWARD ASTRONOMY AND THE INSTRUCTIONAL MATERIALS. DIFFERENCES IN ACHIEVEMENT BETWEEN TREATMENT GROUPS WERE DETERMINED THROUGH ANALYSIS OF COVARIANCE. ALL SUBGROUPS ANALYZED, EXCEPT FEMALES WITH MENTAL AGES IN THE UPPER QUARTILE OF THE SAMPLE, SHOWED SIGNIFICANT GAINS IN ACHIEVEMENT. ACTIVITY PRODUCED THE HIGHEST ACHIEVEMENT SCORES FOR THE MAJORITY OF THE STUDENTS. STUDENTS WITH MENTAL AGES IN THE UPPER QUARTILE, HOWEVER, SCORED HIGHER WHEN ACTIVITY WAS DEEMPHASIZED. A DEFINITE RELATIONSHIP WAS IDENTIFIED BETWEEN THE LEARNING MATERIALS WITH THE GREATEST NUMBER OF ACTIVITIES AND FAVORABLE STUDENT ATTITUDES. THIS ARTICLE IS PUBLISHED IN THE "JOURNAL OF RESEARCH IN SCIENCE TEACHING," VOLUME 4, ISSUE 1, 1966. (AG)

ED 011 237 SE 000 271

BIBLIOGRAPHY OF SCIENCE COURSES OF STUDY AND TEXTBOOKS GRADES 1-9, 1966 EDITION.

NATIONAL SCIENCE TEACHERS ASSN., WASHINGTON, D.C.

PUB DATE 66

EDRS PRICE MF-$0.09 HC-$1.72 43P.

DESCRIPTORS- *ELEMENTARY SCHOOL SCIENCE, *SCIENCE COURSES, *SECONDARY SCHOOL SCIENCE, *TEXTBOOKS, BIBLIOGRAPHIES, BIOLOGY, CHEMISTRY, COMPUTER SCIENCE, DISTRICT OF COLUMBIA, GENERAL SCIENCE, NATIONAL EDUCATION ASSOCIATION, NATIONAL SCIENCE TEACHERS ASSOCIATION, PHYSICAL SCIENCES, PHYSICS, PROGRAMED INSTRUCTION, REFERENCE BOOKS,

BIBLIOGRAPHIC INFORMATION PERTAINING TO CURRENT BOOKS AND RECENTLY PREPARED, AVAILABLE COURSES OF STUDY FOR SCIENCE IN GRADES 1 THROUGH 9 COMPOSE THE TWO DIVISIONS OF THIS VOLUME. APPROXIMATELY 125 COURSES OF STUDY FOR ELEMENTARY AND JUNIOR HIGH SCHOOL SCIENCE ARE LISTED. ALL HAVE BEEN PREPARED SINCE 1960 AND ARE AVAILABLE FROM STATES OR LOCAL SCHOOL UNITS IN THE UNITED STATES. EACH ENTRY INCLUDES THE TITLE, COST, SOURCE OF COPIES, AND THE GRADE LEVEL OR SPAN OF GRADES FOR WHICH IT WAS PREPARED. THE INFORMATION INCLUDED WAS SOLICITED FROM MEMBERS OF THE NATIONAL SCIENCE SUPERVISORS ASSOCIATION, ALL STATE DEPARTMENTS OF EDUCATION, AND SCHOOL SYSTEMS. THE TEXTBOOK SEGMENT OF THIS PUBLICATION INCLUDES NOT ONLY TEXTBOOKS FOR ELEMENTARY AND JUNIOR HIGH SCHOOL GRADES, BUT ALSO TEXTS IN GENERAL SCIENCE AND COMPUTER

SCIENCE, EARTH SCIENCE, PROGRAM UNITS, AND TEACHER REFERENCES. FOR EACH ITEM LISTED, STANDARD BIBLIOGRAPHIC INFORMATION IS GIVEN. THE GRADE LEVEL FOR WHICH THE MATERIAL WAS PREPARED AND THE PUBLISHER'S COMPLETE MAILING ADDRESS ARE INCLUDED IN MOST CITATIONS. THE BOOK LISTING WAS PREPARED FROM INFORMATION SUPPLIED BY PUBLISHERS WHO ADVERTISE IN THE "SCIENCE TEACHER," OR WHO ARE INCLUDED IN TEXTBOOKS IN PRINT AS SUPPLIERS OF SCIENCE TEXTBOOKS. THIS DOCUMENT IS ALSO AVAILABLE FROM THE NATIONAL EDUCATION ASSOCIATION, PUBLICATION SALES SECTION 1201 SIXTEENTH ST., N.W., WASHINGTON, D.C. 20036, FOR $1.00. THE STOCK NUMBER IS 471-14288. (RS)

ED 011 238 SE 000 746

HOW WELL IS SSTP ACHIEVING ITS PURPOSES.

BY- EDGERTON, HAROLD A.
NATIONAL SCIENCE FOUNDATION, WASHINGTON, D.C.

PUB DATE APR 65

EDRS PRICE MF-$0.18 HC-$2.84 71P.

DESCRIPTORS- *ABLE STUDENTS, *PROGRAM EVALUATION, *SECONDARY SCHOOL SCIENCE, *STUDENT INTERESTS, COLLEGE SCIENCE, DISTRICT OF COLUMBIA, NATIONAL SCIENCE FOUNDATION, SCIENCE CAREERS, STUDENT CHARACTERISTICS, SUMMER SCIENCE PROGRAMS, SUMMER SCIENCE TRAINING PROGRAM,

THE EFFECTIVENESS OF SUMMER SCIENCE TRAINING PROGRAMS (SSTP) FOR HIGH ABILITY SECONDARY SCHOOL STUDENTS WAS INVESTIGATED. QUESTIONNAIRES WERE USED IN A STUDY 3 YEARS AFTER COMPLETION OF THE PROGRAM TO COMPARE THE SUBSEQUENT ACADEMIC PROGRESS, CAREER CHOICES, AND SCIENCE-RELATED ACTIVITIES OF SSTP PARTICIPANTS WITH THOSE OF PARTICIPANTS IN THE WESTINGHOUSE SCIENCE TALENT SEARCH (STS) AND A GROUP OF PEERS SELECTED BY TEACHERS AND SCHOOL ADMINISTRATORS. SSTP PARTICIPANTS, WHO HAD RATHER FIRM CAREER PLANS PRIOR TO PARTICIPATION, REPORTED THE PROGRAM EITHER MADE NO CHANGE OR REFINED AND INTENSIFIED THEIR PLANS FOR A SCIENCE CAREER. THE MAJORITY REPORTED BENEFICIAL EFFECTS OF THE SSTP ON THEIR SUBSEQUENT HIGH SCHOOL WORK. MANY REPORTED IMPROVED WORK HABITS AND INCREASED INTEREST IN SCIENCE. ABOUT 60 PERCENT OF THE SSTP PARTICIPANTS LISTED SCIENCE AND MATHEMATICS CAREERS AS THEIR FIRST CHOICE. A GREATER PERCENTAGE OF THE SSTP PARTICIPANTS SELECTED SCIENCE MAJORS IN COLLEGE AND RECEIVED SUPERIOR COLLEGE GRADES THAN DID THOSE INCLUDED IN THE STS AND THE PEER GROUP. INFORMATION RELATED TO TYPES OF SSTP AND THEIR GEOGRAPHICAL DISTRIBUTION IS ALSO INCLUDED. (AG)

ED 011 239 SE 000 781

THE DIRECT TEACHING OF CRITICAL THINKING IN GRADES FOUR THROUGH SIX.

BY- MASON, JOHN M.

PUB DATE DEC 63

EDRS PRICE MF-$0.09 HC-$0.56 14P.

DESCRIPTORS- *COGNITIVE DEVELOPMENT, *COGNITIVE PROCESSES, *CRITICAL THINKING, *ELEMENTARY SCHOOL SCIENCE, *PROBLEM SOLVING, DEARBORN, EAST LANSING, FLINT, GRADE 4, GRADE 5, GRADE 6, GROSSE POINTE, LANSING, MICHIGAN, PONTIAC,

SCIENCE UNITS CONSTRUCTED TO DIRECTLY TEACH CRITICAL THINKING ARE COMPARED WITH CONVENTIONAL SCIENCE UNITS FOR EFFECTIVENESS IN THE TEACHING OF CRITICAL THINKING. THE SAMPLE INCLUDED 1,554 FOURTH, FIFTH, AND SIXTH GRADE STUDENTS TAUGHT BY 65 TEACHERS IN FIVE DIFFERENT SCHOOL SYSTEMS. TEACHERS OF THE 469 STUDENTS IN THE RESEARCH GROUP WERE PERMITTED TO MODIFY TECHNIQUES IN THE UNITS DEVELOPED FOR THE STUDY. THE TEACHERS OF THE 651 STUDENTS IN THE EXPERIMENTAL GROUP USED THE UNITS AS WRITTEN. THE TEACHERS OF THE 434 STUDENTS IN THE CONTROL GROUP TAUGHT THE CONCEPTS INCLUDED IN THE UNITS, BUT USED THEIR USUAL TEACHING APPROACH. STUDENTS WERE PRETESTED AND POST-TESTED WITH UNIT ACHIEVEMENT TESTS AND A TEST DESIGNED TO MEASURE CRITICAL THINKING SKILLS. ANALYSIS OF VARIANCE AND COVARIANCE WERE USED TO COMPARE THE ACHIEVEMENTS OF GROUPS. PUPILS IN ALL GROUPS MADE SIGNIFICANT GAINS IN SUBJECT MATTER INFORMATION. ALL BUT THE FIFTH GRADE CONTROL GROUP MADE SIGNIFICANT GAINS IN CRITICAL THINKING SKILLS. THE AUTHOR CONCLUDED THAT CRITICAL THINKING CAN BE TAUGHT MORE EFFECTIVELY WHEN STUDENTS ARE GIVEN DIRECT TRAINING IN THE METHODS OF SCIENCE. THIS ARTICLE IS PUBLISHED IN THE "JOURNAL OF RESEARCH IN SCIENCE TEACHING," VOLUME 1, ISSUE 4, 1963. (AG)

ED 011 240 SE 000 833

IDENTIFYING THE "SLOW LEARNER" IN BSCS HIGH SCHOOL BIOLOGY.

BY- GROBMAN, HULDA

PUB DATE MAR 65

EDRS PRICE MF-$0.09 HC-$0.52 13P.

DESCRIPTORS- *ACADEMIC ACHIEVEMENT, *BIOLOGY, *PROGRAM EVALUATION, *SECONDARY SCHOOL SCIENCE, *SLOW LEARNERS, BSCS BIOLOGY SPECIAL MATERIALS, BSCS BLUE VERSION, BSCS GREEN VERSION, BSCS YELLOW VERSION, EVALUATION, GRADE 10, INSTRUCTION, INSTRUCTIONAL MATERIALS, SCIENCE COURSE IMPROVEMENT PROJECT,

THE SUITABILITY OF THE BLUE, GREEN, AND YELLOW VERSION BIOLOGICAL SCIENCES CURRICULUM STUDY (BSCS) FOR THE UPPER 75 PERCENT OF THE STUDENTS TAKING TENTH GRADE BIOLOGY IN THE UNITED STATES IS EXAMINED AND PROCEDURES USED IN ASSIGNING SLOW LEARNERS TO CLASSES USING BSCS SPECIAL MATERIALS ARE SURVEYED. THE SUITABILITY STUDY INVOLVED 12,602 STUDENTS AND THE SPECIAL MATERIALS PHASE INCLUDED 38 CLASSES IN DESIGNATED TEST SCHOOLS. STUDENTS IN THE SUITABILITY STUDY WERE PRETESTED AT THE BEGINNING OF THE YEAR FOR ABILITY TO USE THE PROCESSES OF SCIENCE AND FOR NUMERICAL AND VERBAL REASONING ABILITY. THEY WERE POST-TESTED AT THE END OF THE YEAR FOR UNDERSTANDING OF SCIENCE CONCEPTS AND FOR THEIR ABILITY TO USE BIOLOGICAL INFORMATION. MULTIPLE CORRELATIONS WERE USED TO ANALYZE FINDINGS. THE BLUE, YELLOW, AND GREEEN VERSIONS OF BSCS BIOLOGY APPEARED TO BE SUITABLE FOR USE WITH MOST STUDENTS AT OR ABOVE THE 50TH PERCENTILE AND A MAJORITY OF THE STUDENTS IN THE 40TH TO THE 50TH PERCENTILE IN GENERAL ABILITY AS DETERMINED BY THE DIFFERENTIAL APTITUDE TEST. BSCS BIOLOGY SPECIAL MATERIALS WERE PREPARED FOR STUDENTS OF LOWER ABILITY. DATA OBTAINED INDICATED AT LEAST 30 PER CENT OF THE SCHOOLS WERE NOT SYSTEMATICALLY USING SCORES FROM GENERAL ABILITY AND/OR READING ABILITY TESTS DETERMINING ASSIGNMENT OF STUDENTS TO SPECIAL MATERIALS CLASSES. THIS ARTICLE IS PUBLISHED IN THE "JOURNAL OF RESEARCH IN SCIENCE TEACHING," VOLUME 3, ISSUE 1, 1965. (AG)

ED 011 241 SE 000 893

SELF-EVALUATION BY PHYSICAL SCIENCE INSTRUCTORS.

BY- SIMPSON, RAY H.

PUB DATE FEB 66

EDRS PRICE MF-$0.09 HC-$0.44 11P.

DESCRIPTORS- *COLLEGE SCIENCE, *EVALUATION, *PHYSICAL SCIENCES, *SELF EVALUATION, *TEACHER IMPROVEMENT, EVALUATION METHODS, EVALUATION TECHNIQUES, TEACHER RATING,

THE REPORT OF THIS INVESTIGATION COLLECTED AND DISSEMINATED SELF-EVALUATION TECHNIQUES FOR PHYSICAL SCIENCE TEACHERS AND DISCUSSED THE USE OF SUCH TECHNIQUES. A TOTAL OF 292 PHYSICAL SCIENCE INSTRUCTORS COMPLETED A QUESTIONNAIRE REQUESTING INFORMATION ON THE USE OF 17 SELF-EVALUATION TECHNIQUES. REPORTING THAT A TECHNIQUE WAS FOUND TO BE "VALUABLE," "DOUBTFUL," OR "NO VALUE," AND "MIGHT BE INTERESTED IN TRYING IT." THE USE OF SELF-EVALUATION PROCEDURES BY PHYSICAL SCIENCE INSTRUCTORS WAS ALSO COMPARED TO THE USE OF SUCH TECHNIQUES BY INSTRUCTORS IN OTHER FIELDS. THE AUTHOR CONCLUDED THAT (1) THE USE OF SELF EVALUATION TOOLS AMONG PHYSICAL SCIENCE TEACHERS IS WIDESPREAD, (2) THE MOST USED TOOLS ARE NOT THE ONES WITH THE HIGHEST SUCCESS RATIOS, AND (3) MOST COLLEGE INSTRUCTORS ARE UNFAMILIAR WITH MANY AVAILABLE SELF-EVALUATION TOOLS. THIS ARTICLE IS PUBLISHED IN "SCIENCE EDUCATION," VOLUME 50, NUMBER 1, FEBRUARY 1966. (RS)

ED 011 242 SP 000 330

COURSE EVALUATION OF THE WAYNE STATE UNIVERSITY "AUGUST 24-28, 1964 WORKSHOP FOR 71 TEACHERS NEWLY ASSIGNED TO 20 DETROIT SCHOOLS."

BY- OBRADOVIC, SYLVIA M.

WAYNE STATE UNIV., DETROIT, MICH.

PUB DATE 66

EDRS PRICE MF-$0.18 HC-$3.32 83P.

DESCRIPTORS- *BEGINNING TEACHERS, *DISADVANTAGED YOUTH, *EVALUATION, *TEACHER WORKSHOPS, *URBAN EDUCATION, CURRICULUM EVALUATION, DETROIT, EDUCATIONAL RESOURCES, QUESTION ANSWER INTERVIEWS, STUDENT PROBLEMS,

A 1-WEEK WORKSHOP PRECEDING ASSIGNMENT TO INNER-CITY SCHOOLS WAS EVALUATED BY DEPTH INTERVIEW OF 52 TO 71 PARTICIPANTS AFTER COMPLETION OF THEIR 1ST YEAR OF TEACHING. AN OUTSIDE INVESTIGATOR CONDUCTED THE INTERVIEWS, USING A 48-ITEM QUESTIONNAIRE COVERING REACTIONS TO THE WORKSHOP, REACTIONS TO THE FIRST SEMESTER OF TEACHING, AND GENERAL RECOMMENDATIONS FOR FUTURE WORKSHOPS. TEACHER RESPONSE TO THE WORKSHOP WAS 66 PERCENT UNFAVORABLE, 94 PERCENT FELT WORKSHOPS OF THIS TYPE SHOULD BE CONTINUED, PROVIDED CERTAIN MODIFICATIONS WERE MADE. THE WORKSHOP WAS JUDGED SUCCESSFUL IN FAMILIARIZING TEACHERS WITH SCHOOL STAFF AND RESOURCES, BUT LESS SUCCESSFUL IN PREPARING THEM FOR DEALING WITH PUPIL BEHAVIORS, SUCH AS LACK OF SELF-CONTROL OR SOCIAL RESPONSIBILITY, EMOTIONAL PROBLEMS, AND POOR SELF-IMAGE. TEACHING WAS MORE DIFFICULT THAN HAD BEEN ANTICIPATED. THE TEACHERS FELT THAT THE SCHOOL CURRICULUM WAS INSUFFICIENTLY RELATED TO INNER-CITY LIFE AND THAT SOURCES FOR REMEDIAL WORK WERE INADEQUATE. (AF)

ED 011 243 SP 000 779

FACTORS LEADING TO CURRICULAR CHANGE.

BY- MORIARITY, THOMAS E.

EDRS PRICE MF-$0.09 HC-$0.48 12P.

DESCRIPTORS- *CURRICULUM DEVELOPMENT, *EVALUATION, *INSTRUCTIONAL INNOVATION, *MOTIVATION, *TEACHERS, NEW ENGLAND, QUESTIONNAIRES, TABLES (DATA),

CHANGES IN INSTRUCTIONAL PRACTICES AND REASONS THEREFOR WERE TABULATED FROM QUESTIONNAIRE RESPONSES RECEIVED FROM 319 OF 630 NEW ENGLAND ELEMENTARY AND SECONDARY SCHOOL TEACHERS. AMONG 458 MENTIONS OF METHODS CHANGES, THE MAJOR ONES WERE USE OF INDEPENDENT STUDY AND RESEARCH (22 PERCENT), USE OF AUDIOVISUAL AIDS (14 PERCENT), AND NEW METHODS OF TEACHING READING (12 PERCENT). AMONG 9 TYPES OF CONTENT CHANGES, THE MAJOR ONES WERE MODERN MATH (40 PERCENT), REORGANIZATION OF EXISTING CONTENT (21 PERCENT), INCREASE IN SCIENCE CONTENT (11 PERCENT), AND ACCELERATION OF CONTENT (9 PERCENT). AMONG 15 REASONS FOR CHANGE THE MAJOR ONES WERE TO IMPROVE MOTIVATION (13 PERCENT), TO MEET ADMINISTRATIVE REQUIREMENTS (11 PERCENT), TO BETTER ACCOUNT FOR INDIVIDUAL DIFFERENCES (11 PERCENT), AND TO INCREASE STUDENT ACHIEVEMENT (10 PERCENT). AMONG SIX CRITERIA FOR EVALUATING OUTCOMES FROM CHANGES, THE MAJOR ONES WERE STUDENT ACHIEVEMENT ON TEACHER MADE TESTS (26 PERCENT), STUDENT PERFORMANCE ON STANDARDIZED TESTS (21 PERCENT), AND TEACHER JUDGMENTS OF PUPILS (19 PERCENT). CHANGES CONSISTED MAINLY OF REVISION OF EXISTING CONTENT. MANY WERE JUDGED TO HAVE BEEN MADE ON A PIECEMEAL BASIS AND IN RESPONSE TO PRESSURES RATHER THAN AS A RESULT OF "TEACHER SELF-RENEWAL" OR OF EVALUATION OF EXISTING PRACTICES AND CONSIDERED EXAMINATION OF INSTRUCTIONAL GOALS. (RP)

ED 011 244 SP 000 819

EDUCATIONAL PLANNING, A DIRECTORY OF TRAINING AND RESEARCH INSTITUTIONS.

BY- COOMBS, PHILIP H.

INTERNATIONAL INST. FOR EDUCATIONAL PLANNING

EDRS PRICE MF-$0.36 HC-$7.36 184P.

DESCRIPTORS- *EDUCATIONAL PLANNING, *EDUCATIONAL RESEARCH, *INSTITUTIONS, *INTERNATIONAL ORGANIZATIONS, *TRAINING, CATALOGS, PARIS,

TO ACCELERATE THE PROCESS OF IDENTIFYING THE COMPONENTS FROM WHICH A STRONG INTERNATIONAL COMMUNITY FOR RESEARCH AND TRAINING IN EDUCATIONAL PLANNING MAY BE DEVELOPED, THIS DIRECTORY, PUBLISHED BY THE UNITED NATIONS EDUCATIONAL SCIENTIFIC AND CULTURAL ORGANIZATION, DESCRIBES 99 INTERNATIONAL, NATIONAL, AND REGIONAL ORGANIZATIONS IN THE FIELD. EACH ENTRY INCLUDES INFORMATION ON STAFF, TRAINING ACTIVITIES IN EDUCATIONAL PLANNING, AND RESEARCH ACTIVITIES. MANY ALSO LIST PERTINENT PUBLICATIONS. (PP)

ED 011 245 SP 000 835

CARLETON COLLEGE USE OF VIDEO TAPES IN TRAINING SECONDARY SCHOOL TEACHERS.

CARLTON COLL., NORTHFIELD, MINN.

PUB DATE 22 NOV 66

EDRS PRICE MF-$0.09 HC-$0.16 4P.

DESCRIPTORS- *AUDIOVISUAL AIDS, *PILOT PROJECTS, *PROFESSIONAL EDUCATION, *SELF EVALUATION, *STUDENT TEACHING, CLASSROOM ENVIRONMENT, NORTHFIELD, SECONDARY SCHOOL TEACHERS, VIDEO TAPE RECORDINGS,

THE PURPOSES OF THIS ASSOCIATED COLLEGES OF THE MIDWEST PILOT PROJECT WERE (1) TO DETERMINE THE FEASIBILITY OF USING PORTABLE, LOW-COST TV EQUIPMENT TO RECORD SPONTANEOUS CLASSROOM TEACHING- LEARNING ACTIVITIES CONDUCTED BY EXPERIENCED TEACHERS, (2) TO PRODUCE SOME EDITED VIDEO TAPES FOR USE IN PROFESSIONAL EDUCATION COURSES, AND (3) TO EXPERIMENT WITH VIDEO TAPES IN APPRAISING THE PERFORMANCE OF STUDENT TEACHERS. THE APPROXIMATELY 300 HOURS OF RECORDED ACTIVITY COVER VARIOUS INSTRUCTIONAL TACTICS FOR SLOW AND GIFTED LEARNERS, ILLUSTRATE THE EFFECTS OF TEACHER ATTITUDES AND OF DIFFERENT APPROACHES TO DISCIPLINE PROBLEMS, AND DEPICT SUCH METHODS AS DISCUSSION, REVIEW, AND SUPERVISED STUDY. SUBJECTIVE EVALUATIONS OF THE TAPES BY INSTRUCTORS AND STUDENTS WERE ENCOURAGING. THE CHIEF RECOMMENDATION WAS FOR MORE CONTINUITY OF ACTION AS OPPOSED TO THE SHORT, ILLUSTRATIVE "CLIPS" ORIGINALLY DESIGNED TO KEEP PACE WITH A COURSE OUTLINE. GREATER CONTINUITY WOULD PERMIT OBSERVERS TO "TEACH ALONG" WITH THE TEACHER. SINCE THE TAPES CAN BE STOPPED AND REVERSED AT ANY POINT, STUDENTS CAN DISCUSS WHAT THE TEACHER HAD DONE OR MIGHT DO NEXT. THE ACTIVITIES OF 70 STUDENT TEACHERS WERE ALSO TAPED, AND STUDENT TEACHERS "PROFITED GREATLY" FROM THE SELF-EVALUATION PERMITTED BY VIEWING THEIR OWN TAPES. (RP)

ED 011 246 SP 000 857

A REPORT OF RECOMMENDATIONS ON THE RECRUITMENT, SELECTION, APPOINTMENT, AND PROMOTION OF TEACHERS IN THE NEW YORK CITY PUBLIC SCHOOLS.

BY- GRIFFITHS, DANIEL E. AND OTHERS
NEW YORK UNIV., N.Y.

PUB DATE 66

EDRS PRICE MF-$0.09 HC-$2.32 58P.

DESCRIPTORS- *TEACHER PROMOTION, *TEACHER QUALIFICATIONS, *TEACHER RECRUITMENT, *TEACHER SELECTION, *TESTING, ADMINISTRATIVE PERSONNEL, INSERVICE PROGRAMS, NEW YORK CITY, TEACHER CERTIFICATION, TEACHER IMPROVEMENT, TEACHER PLACEMENT,

FOLLOWING AN EARLIER REPORT (SP 000 858), ANALYSIS OF LICENSING PRACTICES POINTS TO THE ANACHRONISM OF APPLYING PROCEDURES PERTINENT WHEN SUPPLY EXCEEDS DEMAND BUT NOT TO THE PRESENT "TEACHER MARKET." RECOMMENDATIONS ARE (1) ESTABLISH A COMMISSION TO MONITOR THE PERSONNEL SYSTEM AND A BUREAU STAFFED BY TECHNICAL SPECIALISTS TO DEVELOP AND VALIDATE SELECTION PROCESSES, (2) UPGRADE THE IMAGE OF THE NEW YORK SCHOOLS THROUGH AN AGGRESSIVE NATIONAL CAMPAIGN, (3) RECRUIT BOTH NEW AND EXPERIENCED TEACHERS AND ADMINISTRATORS AND ESTABLISH LIAISON WITH TRAINING INSTITUTIONS ON A NATIONWIDE BASIS, (4) INCREASE APPOINTEE RETENTION BY MAXIMAL ASSISTANCE DURING THE FIRST YEAR OF WORK, BY MATCHING ASSIGNMENTS TO INDIVIDUAL STRENGTHS, AND BY A COMPREHENSIVE INSERVICE PROGRAM, (5) USE POSSESSION OF A NEW YORK STATE CERTIFICATE OR SUFFICIENT SCORES ON THE NATIONAL TEACHER EXAMINATION AS EVIDENCE OF ELIGIBILITY FOR FURTHER SCREENING, (6) ABOLISH "SUBSTITUTE" AS A LICENSE, REQUIRE A NEW YORK STATE CERTIFICATE FOR APPOINTMENT TO ACADEMIC HIGH SCHOOLS, AND MAKE THE PROBATIONARY PERIOD A GENUINE PART OF THE SELECTION PROCESS, (7) RECRUIT ADMINISTRATORS LOCALLY AND NATIONALLY, USING THE ASSISTANT PRINCIPALSHIP AS THE POINT OF INTAKE AND, FOLLOWING SCREENING, PROVIDE A FULL-YEAR ADMINISTRATIVE TRAINEESHIP, BASING SELECTION FOR HIGHER POSITIONS ON ON-THE-JOB APPRAISAL, AND (8) PROVIDE FOR UP TO 5 PERCENT OF APPOINTMENTS OUTSIDE NORMAL SELECTION PROCEDURES. (HA)

ED 011 247 SP 000 858

TEACHER MOBILITY IN NEW YORK CITY--A STUDY OF THE RECRUITMENT, SELECTION, APPOINTMENT, AND PROMOTION OF TEACHERS IN THE NEW YORK CITY PUBLIC SCHOOLS.

BY- GRIFFITHS, DANIEL E. AND OTHERS
NEW YORK UNIV., N.Y., SCH. OF EDUCATION

PUB DATE OCT 63

EDRS PRICE MF-$0.45 HC-$11.56 269P.

DESCRIPTORS- *TEACHER ATTITUDES, *TEACHER PROMOTION, *TEACHER RECRUITMENT, *TEACHER SELECTION, *TEACHER SUPPLY AND DEMAND, ADMINISTRATION, GLOSSARIES, INTERVIEWS, NEW YORK CITY, TABLES (DATA), TEACHER CERTIFICATION,

TO GATHER DATA ON TEACHER PERCEPTIONS OF PERSONNEL PRACTICES, A SAMPLE OF 1,025 NEW YORK CITY TEACHERS WAS INTERVIEWED. TO STUDY CAREER PATTERNS, A "COHORT-STUDY" WAS MADE OF THE RECORDS OF 413 TEACHERS FIRST HIRED BY THE CITY IN 1950. EDUCATIONAL OFFICIALS IN NEW YORK, CHICAGO, DETROIT, AND PHILADELPHIA WERE INTERVIEWED. MAJOR FINDINGS WERE--(1) FORMAL RECRUITMENT PROCEDURES WERE INEFFECTIVE, (2) MAJOR REASONS FOR JOINING WERE--LOCATION, INCOME, HOURS, VACATIONS, KNOWING TEACHERS IN THE SYSTEM, AND THE ADVICE OF COLLEGE GUIDANCE PERSONNEL, (3) ACADEMIC HIGH SCHOOL TEACHERS HAD BOTH THE HIGHEST TURNOVER RATE AND THE GREATEST PROPORTION PLANNING TO ENTER ADMINISTRATION, (4) MOST TEACHERS CAME FROM NEW YORK CITY, (5) PROMOTION EXAMINATIONS WERE HELD UNSATISFACTORY BECAUSE OF LACK OF MEASUREMENT OF "REAL ABILITIES," ETHNIC DISCRIMINATION, EXAMINER BIAS, AND FAILURE TO HELP RETAIN GOOD PEOPLE. BELIEF IN THE EXAMINATIONS INCREASED AS A FUNCTION OF YEARS OF SERVICE, AND (6) STAFFS ARE MORE FULLY INTEGRATED THAN STUDENT BODIES. RECOMMENDATIONS WERE--(1) IMPROVE RECORD KEEPING TO MAKE PERSONNEL INFORMATION READILY AVAILABLE, AND (2) INITIATE A COMPREHENSIVE STUDY OF THE FUNCTIONS OF THE BOARD OF EXAMINERS. (PP)

ED 011 248 SP 000 885

BROAD POLICY CONCERNS AND DIRECTION FOR A STATE DEPARTMENT OF EDUCATION IN TEACHER EDUCATION.

BY- MILLER, NORMAN A. RACKLEY, J. R.

PUB DATE APR 66

EDRS PRICE MF-$0.09 HC-$0.64 16P.

DESCRIPTORS- *ACCREDITATION (INSTITUTIONS), *PROGRAM EVALUATION, *STATE GOVERNMENT, *TEACHER CERTIFICATION, *TEACHER EDUCATION, EDUCATIONAL RESPONSIBILITY, RESEARCH, SEATTLE, STUDENT TEACHING, SUPERVISION, TEACHER SUPPLY AND DEMAND,

THE FUNCTION OF THE STATE DEPARTMENT OF EDUCATION (TO INSURE AN APPROPRIATE EDUCATION FOR THE CHILDREN AND YOUTH OF THE STATE) IS EXAMINED IN SEVERAL AREAS. THE AUTHORS BELIEVE THAT TEACHER PREPARATION CAN BE IMPROVED NOT THROUGH MODIFYING CERTIFICATION REGULATIONS, BUT BY ACTUAL VISITS TO EACH CAMPUS, ANALYSIS OF THE TEACHER EDUCATION PROGRAMS, AND RECOMMENDATIONS FOR THEIR IMPROVEMENT, CONSIDERING ADEQUACY OF PREPARATION, PROPRIETY OF ORGANIZATION TO OBJECTIVES,

APPROPRIATENESS AND SUFFICIENCY OF RESOURCES (HUMAN AND OTHERWISE) AND FLEXIBILITY. THE AUTHORS FURTHER SUGGESTED THAT THE DEPARTMENT SHOULD COORDINATE THE JOINT RESPONSIBILITY OF HIGHER EDUCATION AND THE PUBLIC SCHOOLS FOR BOTH PRESERVICE AND INSERVICE TEACHER EDUCATION SO THAT THE "GAP" BETWEEN THEORY AND PRACTICE CAN BE REDUCED. IMPLEMENTATION WOULD REQUIRE A NEW KIND OF PROFESSIONAL, RESPONSIBLE FOR INDUCTING NOVICE TEACHERS INTO THE PROFESSION. HE MIGHT SERVE ON A JOINT APPOINTMENT WITH BOTH THE COLLEGE AND THE PUBLIC SCHOOL OR EVEN AS A FULL-TIME MEMBER OF THE SCHOOL SYSTEM. ANOTHER METHOD FOR CLOSER TIES WOULD BE A JOINT AREA PROGRAM AND SERVICE CENTER TO ATTAIN SUCH MUTUAL OBJECTIVES AS IMPROVED CURRICULUM AND INSTRUCTION IN THE SCHOOLS AND, FOR HIGHER EDUCATION PERSONNEL, DATA TO TEST THEORIES AND HYPOTHESES. EXPERT SUPERVISORS COULD BE TRAINED IN THESE CENTERS. ALSO EMPHASIZED FOR THE STATE DEPARTMENT ARE THE FUNDING, RESEARCH, AND RECRUITMENT FUNCTIONS. THIS PAPER WAS PRESENTED AT THE CONFERENCE ON THE ROLE OF STATE DEPARTMENTS OF EDUCATION IN TEACHER EDUCATION (SEATTLE, APRIL 27-29, 1966). (LC)

ED 011 249 SP 000 894

THE PENNSYLVANIA STUDENT TEACHING PROJECT. PROGRESS REPORT.
By- CORRIGAN, RONALD J. BURKET, CLIFFORD A.
PENNSYLVANIA STATE DEPT.OF PUB. INSTR., HARRISBURG
PUB DATE OCT 66

EDRS PRICE MF-$0.09 HC-$1.60 40P.

DESCRIPTORS- *COLLEGES, *PUBLIC SCHOOLS, *STATE GOVERNMENT, *STUDENT TEACHING, *UNIVERSITIES, HARRISBURG, INSERVICE TEACHER EDUCATION, TEACHER EDUCATION,

INITIAL PHASES OF A DEPTH INQUIRY INTO STUDENT TEACHING AS A COMPONENT OF TEACHER EDUCATION WERE DEVOTED TO A SERIES OF MEETINGS AMONG UNIVERSITY AND STATE DEPARTMENT PERSONNEL, SCHOOL ADMINISTRATORS, COOPERATING AND STUDENT TEACHERS, AND OUTSTANDING EDUCATORS. THESE MEETINGS LED TO AGREEMENT ON MORE THAN 80 PROPOSITIONS OR SUGGESTIONS BEARING ON (1) REDEFINITION OF THE ROLES OF THE SCHOOLS, UNIVERSITIES, AND THE STATE DEPARTMENT OF EDUCATION, (2) DEFINITION OF THE TEACHERS' COLLEGE ROLE IN SUPERVISING STUDENT TEACHING, (3) CREATION OF A LIAISON OFFICER IN THE PUBLIC SCHOOLS WHO WOULD DEAL WITH THE UNIVERSITIES AND THE STATE DEPARTMENT OF EDUCATION, (4) BALANCING THE RESPONSIBILITIES OF THE SUPERVISING TEACHER BETWEEN HIS STUDENTS AND HIS STUDENT TEACHER, (5) INCREASED LEADERSHIP OF THE STATE DEPARTMENT IN STUDENT TEACHING, (6) BEHAVIOR OF THE STUDENT TEACHER, (7) SELECTION OF AND REWARDS TO SUPERVISING TEACHERS, (8) INCREASES IN INSERVICE EDUCATION, (9) RESEARCH IN TEACHER EDUCATION, (10) DEFINITION OF AREAS OF MUTUAL AGREEMENT IN THE NATURE OF STUDENT TEACHING, (11) EXPLORATION OF THE DESIRED LENGTH AND INTENSITY OF STUDENT TEACHING, AND (12) CONTINUED STRENGTHENING OF SCHOOL DISTRICT-TEACHERS COLLEGE COOPERATION. (MF)

ED 011 250 SP 000 903

SURVEY OF PUBLIC SCHOOL TEACHER AIDES, FALL 1965.
NEW YORK STATE EDUCATION DEPT., ALBANY
PUB DATE APR 66

EDRS PRICE MF-$0.09 HC-$1.20 30P.

DESCRIPTORS- *BACKGROUND, *DUTIES, *QUALIFICATIONS, *SCHOOL AIDES, *TEACHER AIDES, ALBANY, QUESTIONNAIRES, TABLES (DATA), TEACHER ATTITUDES,

TO DETERMINE THE NUMBER, CHARACTERISTICS, AND ACTIVITIES PERFORMED BY NONCERTIFIED PERSONNEL SERVING AS TEACHER AIDES IN NEW YORK SCHOOLS (EXCLUDING NEW YORK CITY), QUESTIONNAIRE RESPONSES FROM 629 OF THE 740 CHIEF SCHOOL OFFICERS IN THE STATE (85 PERCENT) WERE TALLIED. MORE THAN TWO-THIRDS REPORTED THE USE OF TEACHER AIDES. FROM AN 85 PERCENT RESPONSE TO A SECOND QUESTIONNAIRE SENT DIRECTLY TO THE 3,134 AIDES IDENTIFIED BY CHIEF SCHOOL OFFICERS, 98 PERCENT WERE WOMEN (MEDIAN AGE 42), EMPLOYED IN THE DISTRICT AS AIDES FOR A MEDIAN OF 3.3 YEARS, 89 PERCENT WORKED LESS THAN A 7-HOUR DAY. IN 91 PERCENT OF THE DISTRICTS, AIDES WERE SELECTED BY ADMINISTRATORS ALONE. THEIR ACTIVITIES INCLUDED NONINSTRUCTIONAL SUPERVISION, CLERICAL DUTIES, SUCH TECHNICAL HELP AS DRILLING AND STORY TELLING AND HOUSEKEEPING. A FEW DISTRICTS EMPLOYED LAY READERS, INSTRUCTIONAL MATERIALS AIDES, AND LABORATORY AIDES. AN OBVIOUS RELATIONSHIP BETWEEN EDUCATIONAL LEVEL AND TYPE OF JOB WAS SHOWN. NINETY-THREE PERCENT OF THE SCHOOL ADMINISTRATORS REPORTED FAVORABLE REACTIONS TO THE USE OF TEACHER AIDES. (CA)

ED 011 251 SP 000 927

NORMS AND EXPECTATIONS FOR "RESEARCH ORIENTED" PUBLIC SCHOOL PERSONNEL.
By- EGERMEIER, JOHN C. WALLACE, GAYLEN R.
PUB DATE 18 FEB 67

EDRS PRICE MF-$0.09 HC-$0.64 16P.

DESCRIPTORS- *EDUCATIONAL RESEARCH, *SELF EVALUATION, *TEACHER EDUCATION, ADMINISTRATIVE PERSONNEL, ELEMENTARY SCHOOL TEACHERS, HIGH SCHOOL TEACHERS, JUNIOR HIGH SCHOOL TEACHERS, NEW YORK CITY, RATING SCALES, STATISTICAL ANALYSIS, TABLES (DATA),

TO ELICIT INFORMATION ABOUT RESEARCH THOUGHT AND ACTIVITY IN THE SCHOOLS AND TO IDENTIFY RESEARCH-ORIENTED TEACHER BEHAVIORS AND CHARACTERISTICS, SELECTED ELEMENTARY, JUNIOR HIGH, SENIOR HIGH, AND ADMINISTRATIVE PERSONNEL FROM 10 LARGE SCHOOL SYSTEMS WERE INTERVIEWED AND ASKED TO RESPOND TO SEVERAL INSTRUMENTS MEASURING RESEARCH BEHAVIORS AND CHARACTERISTICS. ANALYSES OF INTERVIEW AND MEASUREMENT DATA SHOWED THAT THE FOUR GROUPS DIFFERED SIGNIFICANTLY IN MAPPING BOTH "REAL" AND "IDEAL" ROLE BEHAVIORS AND CHARACTERISTICS FOR THE RESEARCH ORIENTED TEACHER AND THAT MEMBERS OF ALL GROUPS CONSIDERED THEMSELVES UNSUITED IN A NUMBER OF WAYS FOR RESEARCH-RELATED ROLES IN THE SCHOOLS. THIS PAPER WAS PRESENTED TO THE AMERICAN EDUCATIONAL RESEARCH ASSOCIATION'S ANNUAL MEETING (NEW YORK, FEBRUARY 16-18, 1967). (AUTHOR)

ED 011 252 SP 000 928

THE EFFECT OF TRAINING IN INTERACTION ANALYSIS ON THE VERBAL TEACHING BEHAVIOR OF PRESERVICE TEACHERS.
By- HOUGH, JOHN B. OBER, RICHARD
PUB DATE FEB 66

EDRS PRICE MF-$0.09 HC-$1.44 36P.

DESCRIPTORS- *CLASSROOM TECHNIQUES, *EFFECTIVE TEACHING, *INTERACTION PROCESS ANALYSIS, *STUDENT TEACHERS, *TEACHER EDUCATION, *VERBAL COMMUNICATION, CHICAGO, FEEDBACK, HUMAN RELATIONS UNITS, SIMULATION, TEACHER ATTITUDES, TEACHER

EVALUATION,

AS THE CULMINATION OF A 2-YEAR COURSE REVISION AND EVALUATION PROJECT FOR THE INTRODUCTORY PROFESSIONAL COURSE FOR SECONDARY SCHOOL TEACHERS, FIVE EXPERIMENTAL COMBINATIONS OF METHODS FOR TEACHING HUMAN RELATIONS SKILLS AND THE ANALYSIS OF VERBAL CLASSROOM TEACHING BEHAVIOR WERE EMPLOYED. THE ESSENTIAL INDEPENDENT VARIABLE WAS THE USE VERSUS NONUSE OF INTERACTION ANALYSIS (EMPLOYING CATEGORIES SIMILAR TO THOSE IN FLANDERS' SYSTEM) TO DESCRIBE THE VERBAL BEHAVIOR OF STUDENTS AND TEACHERS. THOSE TAUGHT THIS METHOD WERE FOUND TO USE, IN SIMULATED TEACHING SITUATIONS, SIGNIFICANTLY MORE VERBAL BEHAVIOR ASSOCIATED WITH HIGHER STUDENT ACHIEVEMENT AND WITH MORE POSITIVE STUDENT ATTITUDES (I.E., ACCEPTING AND ENCOURAGING BEHAVIOR). THE AUTHORS IMPLIED THAT TRAINING IN INTERACTION ANALYSIS PROVIDES A MORE ADEQUATE "COGNITIVE ORGANIZER" FOR INTERPRETING CLASSROOM EVENTS AND SERVES FEEDBACK FUNCTIONS. THIS PAPER WAS READ AT THE ANNUAL MEETING OF THE AMERICAN EDUCATIONAL RESEARCH ASSOCIATION (CHICAGO, FEBRUARY 1966). (LC)

ED 011 253 SP 000 960

LEARNING DIFFERENCES RESULTING FROM TEACHER- AND STUDENT-CENTERED TEACHING METHODS.

BY- WEBB, CLARK BAIRD, J. HUGH

PUB DATE FEB 67

EDRS PRICE MF-$0.09 HC-$0.40 10P.

DESCRIPTORS- *INDIVIDUALIZED CURRICULUM, *INSTRUCTIONAL INNOVATION, *LEARNING THEORIES, *RESEARCH, *TEACHER EDUCATION, ACHIEVEMENT TESTS, BIBLIOGRAPHIES, NEW YORK, STANDARDIZED TESTS, STATISTICAL ANALYSIS, TABLES (DATA),

THIS INQUIRY INTO THE EFFECTS OF GREATER LEARNER AUTONOMY ON ACHIEVEMENT AMONG TEACHER EDUCATION STUDENTS COMPARED A LECTURE-DISCUSSION METHOD USED IN REGULAR CLASS MEETINGS WITH A "CONTINUOUS PROGRESS" METHOD IN WHICH STUDENTS HAD ONLY TWO FORMAL CLASS MEETINGS DEVOTED TO PROCEDURAL, NOT SUBSTANTIVE MATTERS. ONE CONTROL AND ONE EXPERIMENTAL CLASS (TAUGHT BY THE SAME INSTRUCTOR) AT BRIGHAM YOUNG UNIVERSITY WERE INVOLVED. IN THE EXPERIMENTAL METHOD THE STUDENT WAS GIVEN A PACKET CONTAINING A LIST OF BEHAVIORAL OBJECTIVES, INSTRUCTIONS, A LIST OF ASSIGNMENTS, STUDY GUIDE QUESTIONS, INTRODUCTORY READINGS, AND, FOR SOME UNITS, A WORKSHEET. HE WAS TESTED UPON COMPLETION OF EACH UNIT AND MOVED TO THE NEXT UNIT IF HE PASSED. IF NOT, HE REPEATED THE UNIT AND WAS RETESTED, SOMETIMES ON A DIFFERENT FORM OF THE TEST. ON A 75-ITEM CRITERION TEST (ALSO USED AS A PRETEST), SIGNIFICANTLY HIGHER POST-TEST SCORES WERE EARNED BY THE CONTINUOUS PROGRESS STUDENTS. SIGNIFICANT DIFFERENCES IN FAVOR OF THE EXPERIMENTAL METHOD WERE FOUND FOR THE 10 STUDENTS WITH THE LOWEST GRADE-POINT AVERAGE, BUT NOT BETWEEN THE TWO GROUPS OF 10 STUDENTS WITH THE HIGHEST GRADE POINT AVERAGES. RESULTS WERE CONSIDERED TO JUSTIFY MORE EXTENSIVE INVESTIGATION OF THE EFFECTS OF INCREASING STUDENT AUTONOMY FOR LEARNING. THIS PAPER WAS PRESENTED AT THE AMERICAN EDUCATIONAL RESEARCH ASSOCIATION ANNUAL MEETING (NEW YORK, FEBRUARY 16-18, 1967). (AM)

ED 011 254 SP 000 967

DIFFERENCES AMONG STUDENTS ENTERING, LEAVING, AND REMAINING IN AN ELEMENTARY EDUCATION PROGRAM.

BY- HAROOTUNIAN, BERJ BOBBIN, MARIANNE

PUB DATE FEB 67

EDRS PRICE MF-$0.09 HC-$0.56 14P.

DESCRIPTORS- *EDUCATION MAJORS, *ELEMENTARY EDUCATION, *FEMALES, *INDIVIDUAL DIFFERENCES, *INTELLIGENCE LEVEL, ACHIEVEMENT TESTS, APTITUDE TESTS, ATTITUDES, BIBLIOGRAPHIES, DELAWARE, DIAGNOSTIC TESTS (EDUCATION), RESEARCH, STATISTICAL ANALYSIS, TABLES (DATA), VALUES,

DIFFERENCES WERE INVESTIGATED IN APTITUDES, STUDY HABITS, AND VALUES AMONG FOUR CATEGORIES OF FEMALE ELEMENTARY EDUCATION MAJORS WHO WERE 1961 AND 1962 FRESHMAN MATRICULANTS AT THE UNIVERSITY OF DELAWARE. THE CATEGORIES WERE (1) EDUCATION MAJORS FROM MATRICULATION THROUGH GRADUATION (N 105), (2) EDUCATION MAJORS IN GOOD STANDING WHO WITHDREW (N 25), (3) EDUCATION GRADUATES WHO TRANSFERRED INTO EDUCATION AFTER MATRICULATION (N 34), AND (4) EDUCATION MATRICULANTS WHO GRADUATED IN ANOTHER MAJOR (N 25). COLLEGE ENTRANCE EXAMINATION BOARD VERBAL AND MATHEMATICAL APTITUDE (CEEB), THE ALLPORT-VERNON-LINDZEY STUDY OF VALUES, THE BROWN-HOLTZMAN SURVEY OF STUDY HABITS AND ATTITUDES, HIGH SCHOOL CLASS RANK, AND PARENTS' EDUCATION WERE USED. NO SIGNIFICANT VALUE DIFFERENCES WERE FOUND AMONG THE GROUPS. HOWEVER, CEEB SCORES SHOWED THAT THOSE WHO LEFT SCHOOL (GROUP 2) TENDED TO HAVE LOW SCORES, THOSE WHO TRANSFERRED FROM EDUCATION TO ANOTHER MAJOR (GROUP 4) TENDED TO HAVE HIGH SCORES, WHILE THE SCORES OF THOSE WHO COMPLETED AN EDUCATION MAJOR (GROUPS 1 AND 3) TENDED TO FALL BETWEEN THE EXTREMES. ELEMENTARY EDUCATION STUDENTS WHO COMPLETED THE PROGRAM COULD BE DESCRIBED IN J.L. HOLLAND'S TERMS AS "SOCIAL," THAT IS, SOCIABLE, FEMININE, RELIGIOUS, AND VERBALLY SKILLED. THIS PAPER WAS PRESENTED AT THE 1967 ANNUAL MEETING OF THE AMERICAN EDUCATIONAL RESEARCH ASSOCIATION (FEBRUARY 1967). (RP)

ED 011 255 SP 000 969

STUDENT TEACHER PREFERENCES AS PREDICTORS OF THEIR TEACHING BEHAVIOR.

BY- FRANKIEWICZ, R. G. MERRIFIELD, P. R.

EDRS PRICE MF-$0.09 HC-$0.24 6P.

DESCRIPTORS- *DIAGNOSTIC TESTS (EDUCATION), *STUDENT TEACHER RELATIONSHIP, *TEACHER CHARACTERISTICS, *TEACHER EVALUATION, *TEACHER ROLE, BIBLIOGRAPHIES, CLASSROOM ENVIRONMENT, STERN TEACHER PREFERENCE SCHEDULE (STPS), STUDENT TEACHERS, TABLES (DATA), TEACHING TECHNIQUES,

USING MORE RELIABLE AND INTERPRETABLE FACTOR SCORES THAN THE INVESTIGATORS EMPLOYED IN EARLIER STUDIES OF TEACHERS' PERCEPTIONS OF THEIR ROLES, THIS WAS AN INVESTIGATION OF THE VALIDITY OF FOUR ROLE-COMPONENT SCORES FROM THE STERN TEACHER PREFERENCE SCHEDULE (PROFESSIONAL PRIDE, HIERARCHY OF MANAGEMENT, PRACTICAL GOAL ORIENTATION, AND AFFILIATION WITH PUPILS) AS PREDICTORS OF FIVE TEACHING BEHAVIOR SCORES BASED ON "OSCAR" (SEATWORK, AFFECTION, TEACHER NONVERBAL SUPPORT OF LEARNER, TEACHER VERBAL SUPPORT OF LEARNER, AND TEACHER EMPHASIS ON PROBLEM STRUCTURING). PROFESSIONAL PRIDE AND HIERARCHY OF MANAGEMENT CONTRIBUTED NEARLY EQUALLY TO UTILIZING SEATWORK (R .25). AFFECTIONATE CLASSROOM BEHAVIOR BY THE TEACHER WAS RELATED POSITIVELY TO AFFILIATION WITH PUPILS AND NEGATIVELY TO PRACTICAL GOAL ORIENTATION (R .38).

NEARLY EQUAL CONTRIBUTIONS TO THE ACCOUNTABLE VARIANCE OF AFFECTIONATE CLASSROOM BEHAVIOR WERE MADE BY THE TWO ROLE COMPONENTS. MATRICES OF INTERCORRELATIONS AND OF REGRESSION COEFFICIENTS ARE GIVEN FOR THE FOUR ROLE COMPONENTS AND FIVE TEACHING FACTORS. (RP)

ED 011 256 SP 000 973

THE RELATIONSHIP BETWEEN SCHOOL SELF-EVALUATION PROCEDURES AND CHANGES IN TEACHERS' EXPRESSED ATTITUDES IN SIX AREAS OF PROFESSIONAL HUMAN RELATIONS.
BY- ALAM, DALE

PUB DATE 18 FEB 67

EDRS PRICE MF-$0.09 HC-$0.24 6P.

DESCRIPTORS- *ACCREDITATION (INSTITUTIONS), *CHANGING ATTITUDES, *NEGRO TEACHERS, *SELF EVALUATION, *TEACHER ATTITUDES, DIAGNOSTIC TESTS (EDUCATION), NEW YORK CITY, QUESTIONNAIRES, STATISTICAL ANALYSIS,

TO DETERMINE WHETHER OR NOT TEACHERS ENGAGED IN SCHOOL SELF-EVALUATION STUDIES EXPERIENCED ATTITUDE SHIFTS OVER TIME TO A LESSER DEGREE THAN THOSE NOT THUS ENGAGED, AND TO DETERMINE THE EXTENT OF SUCH SHIFTS, THE 90-ITEM TEACHER HUMAN RELATIONS QUESTIONNAIRE WAS ADMINISTERED TO NEARLY 700 TEACHERS IN 21 FLORIDA SCHOOLS, 11 OF WHICH WERE ENGAGED IN ACCREDITING OR REACCREDITING SELF-EVALUATION (EXPERIMENTAL GROUP) AND 10 WHICH WERE NOT (CONTROL GROUP). THE QUESTIONNAIRE MEASURED TEACHERS' EXPRESSED ATTITUDES TOWARD THE STUDENTS, PRINCIPAL, PROFESSION, COMMUNITY, SCHOOL, AND OTHER TEACHERS, AND FURNISHED, AS WELL, A TOTAL ATTITUDE SCORE. EIGHTY PERCENT OF THE QUESTIONNAIRES WERE RETURNED UPON INITIAL ADMINISTRATION AND 73 PERCENT AFTER THE SECOND ADMINISTRATION 7 MONTHS LATER. OVER TIME, CONTROL GROUP ATTITUDES TOWARD THE STUDENTS, PRINCIPAL, AND OTHER TEACHERS SHIFTED SIGNIFICANTLY IN A NEGATIVE DIRECTION. FOR THE EXPERIMENTAL GROUP, THE NEGATIVE SHIFT WAS TOWARD STUDENTS AND OTHER TEACHERS. NO SIGNIFICANT DIFFERENCES WERE FOUND FOR THE REMAINING ATTITUDINAL CATEGORIES. THE ABSENCE OF ANY SIGNIFICANT DIFFERENCES BETWEEN THE EXPERIMENTAL AND CONTROL GROUPS SUGGESTS THAT FACULTIES INVOLVED IN A SELF-EVALUATION PROCESS EXPERIENCE THE SAME SHIFTS IN AMOUNT AND DIRECTION OF EDUCATIONAL ATTITUDE AS THOSE FACULTIES NOT ENGAGED IN SUCH A PROCESS. IT WAS FOUND THAT THERE WERE WIDE DIFFERENCES IN EXPRESSED ATTITUDES OF TEACHERS FROM PREDOMINANTLY NEGRO AND WHITE FACULTIES. THIS PAPER WAS PRESENTED AT THE AMERICAN EDUCATION RESEARCH ASSOCIATION CONFERENCE (NEW YORK, FEBRUARY 18, 1967). (HA)

ED 011 257 SP 000 976

TEACHER CHARACTERISTICS, CLASSROOM BEHAVIOR, AND GROWTH IN PUPIL CREATIVITY.
BY- TURNER, RICHARD L. DENNY, DAVID
EDRS PRICE MF-$0.09 HC-$0.56 14P.

DESCRIPTORS- *CREATIVITY RESEARCH, *DIAGNOSTIC TESTS (EDUCATION), *GROWTH PATTERNS, *STUDENT BEHAVIOR, BLOOMINGTON, CLASSROOM ENVIRONMENT, NEW YORK CITY, STUDENT TEACHER RELATIONSHIP, TABLES (DATA), TEACHER CHARACTERISTICS,

EXPLORATION OF RELATIONSHIPS AMONG TEACHER CHARACTERISTICS, THEIR CLASSROOM BEHAVIOR, AND GROWTH IN PUPIL CREATIVITY USED THREE MEASURES--(1) A BATTERY OF TESTS ADMINISTERED TO PUPILS IN 30 6TH-GRADE CLASSES (MEASURING IDEATIONAL FLUENCY, SPONTANEOUS FLEXIBILITY, REDEFINITION, AND SENSITIVITY), (2) OBSERVATION OF THE CLASSROOM BEHAVIORS OF THESE TEACHERS BY TRAINED OBSERVERS USING AN OBSERVATION SCHEDULE MEASURING CLASSROOM CLIMATE, TEACHER-LEARNING STRUCTURE, AND SPECIFIC STRUCTURING FOR CREATIVITY, AND (3) RESPONSES BY 20 OF THESE TEACHERS TO A CHARACTERISTICS SCHEDULE SCORED BY RESOURCEFULNESS, VIEWPOINT, ORGANIZATION, STABILITY, AND INVOLVEMENT. FINDINGS WERE--(1) IMAGINATIVE OR RESOURCEFUL TEACHERS USE POSITIVE MOTIVATION TO ENCOURAGE PUPIL RESPONSES AND TO INCREASE PUPILS' ABILITY TO GIVE UNUSUAL USES FOR COMMON OBJECTS, (2) PUPIL-CENTERED TEACHERS APPEAR TO ADAPT TO INDIVIDUAL DIFFERENCES TO VARY MATERIALS AND ACTIVITIES, AND TO OBTAIN IMPROVED FLEXIBILITY IN STUDENT THINKING, AND (3) HIGHLY ORGANIZED TEACHERS APPEAR TO OBTAIN PUPIL INTEREST AND TO MAINTAIN GOOD PUPIL-TEACHER RELATIONSHIPS, BUT THEY DO APPEAR TO RESTRICT PUPIL FLUENCY OF IDEAS. THE AUTHORS CONCLUDED THAT TEACHER CHARACTERISTICS AND BEHAVIOR INCREASE CREATIVE BEHAVIOR. THIS PAPER WAS PRESENTED AT THE AMERICAN EDUCATION RESEARCH ASSOCIATION CONFERENCE (FEBRUARY 1967). (HA)

ED 011 258 SP 000 979

DESCRIPTIVE PROFILES OF BELIEFS OF TEACHERS.
BY- VICKERY, TOM R., JR. BROWN, BOB BURTON

PUB DATE 67

EDRS PRICE MF-$0.09 HC-$0.72 18P.

DESCRIPTORS- *ADMINISTRATIVE PERSONNEL, *EDUCATIONAL ATTITUDES, *PERSONAL VALUES, *STUDENT TEACHERS, *TEACHERS, DIAGNOSTIC TESTS (EDUCATION), GRAPHS, INSTITUTIONAL ENVIRONMENT, STANDARDIZED TESTS, TABLES (DATA), UNIVERSITY OF FLORIDA,

THE BELIEF PATTERNS OF EIGHT GROUPS OF SCHOOL PERSONNEL (STUDENT TEACHERS, COOPERATING TEACHERS, PRINCIPALS, CLINICAL SUPERVISORS, METHODS PROFESSORS, EDUCATION PROFESSORS, OTHER ACADEMICIANS, AND STATE DEPARTMENT OF EDUCATION PERSONNEL), TOTALLING 976 PERSONS, AT SIX INSTITUTIONS (INCLUDING THREE STATE TEACHERS COLLEGES AND TWO LARGE STATE UNIVERSITIES) WERE MEASURED BY THE PERSONAL BELIEFS INVENTORY, THE TEACHER PRACTICES INVENTORY, AND ROKEACH'S DOGMATISM SCALE. THE FIRST TWO INSTRUMENTS MEASURE THE EXTENT TO WHICH THE SUBJECT'S BELIEFS AND PRACTICES ARE IN AGREEMENT WITH JOHN DEWEY'S PHILOSOPHY OF EXPERIMENTALISM. THE ROKEACH SCALE MEASURES RIGIDITY-FLEXIBILITY. THERE WAS GENERAL REJECTION OF EXPERIMENTAL ATTITUDES TOWARD MATTERS OF RELIGION AND MORALS AND STRONG ACCEPTANCE OF THE CONCEPTS OF FACULTY PSYCHOLOGY. CHIEFLY, COOPERATING TEACHERS WERE GENERALLY FOUND TO BE SIGNIFICANTLY LESS EXPERIMENTALLY ORIENTED AND MORE DOGMATIC THAN THE OTHER GROUPS. STUDENT TEACHERS TENDED TO FALL MIDWAY BETWEEN COOPERATING TEACHERS AND EDUCATION PROFESSORS. OF THE SEVERAL GROUPS, EDUCATION PROFESSORS WHO DO NOT SUPERVISE STUDENT TEACHERS WERE FOUND TO BE THE MOST EXPERIMENTALLY ORIENTED AND LEAST DOGMATIC. SUBSTANTIAL DIFFERENCES WERE ALSO FOUND AMONG THE SIX INSTITUTIONS AND AMONG VARIOUS GROUPS WITHIN THE INSTITUTIONS. THE AUTHOR SUGGESTED THAT THE INSTRUMENTS ARE USEFUL FOR STAFF SELECTION WITH A VIEW EITHER TO HOMOGENEITY OR HETEROGENEITY OF VIEWS. (LC)

ED 011 259 SP 000 981

A SITUATIONAL TESTING APPROACH TO ASSESSING TEACHER TRAINEES.
By- HUNT, DAVID E.

PUB DATE 18 FEB 67

EDRS PRICE MF-$0.09 HC-$0.40 10P.

DESCRIPTORS- *STUDENT TEACHERS, *TEACHER EDUCATION, *TEACHER EVALUATION, *TRAINING, *VERBAL COMMUNICATION, BEHAVIOR DEVELOPMENT, BEHAVIOR PATTERNS, BIBLIOGRAPHY, NEW YORK CITY, SIMULATED ENVIRONMENT,

TO ASSESS THE SENSITIVITY AND FLEXIBILITY OF TEACHER TRAINEES IN SITUATIONS WHERE THE LEARNER'S FRAME OF REFERENCE DIFFERS FROM THE TRAINEE'S, A METHOD ENTITLED COMMUNICATION TASK WAS EMPLOYED. THE TRAINEE WAS TOLD TO COMMUNICATE (IN 15 MINUTES) THE CONCEPT OF THE BALANCE OF POWER IN THE FEDERAL GOVERNMENT TO A "ROLE PLAYER," WHOSE BACKGROUND WAS SKETCHED, AND WHO, BY ASKING FIVE PREDETERMINED QUESTIONS, GAVE IMPLICIT INFORMATION ABOUT HIS FRAME OF REFERENCE. RATINGS OF TRAINEES, ON A NINE-POINT SCALE BY AT LEAST ONE OBSERVER, ON AWARENESS AND ADAPTATION TO THIS INFORMATION CORRELATED SIGNIFICANTLY WITH FINAL RATINGS OF 241 PEACE CORPS TEACHER TRAINEES AND WITH RESPONSES TO TWO OPEN-ENDED STATEMENTS SCORED TO PROVIDE AN INDEX OF ATTITUDE TOWARD TEACHING. SENSITIVITY DID NOT PROVE TO BE A SUFFICIENT CRITERION FOR CLASSROOM PERFORMANCE, BECAUSE OF THE ADDITIONAL NEED TO CONTROL CLASSROOM BEHAVIOR. THEREFORE THE TRAINEE'S "STRENGTH" WAS ASSESSED FROM A CONTROL TASK IN WHICH THREE SIXTH-GRADE ROLE PLAYERS IN A CULTURALLY DISADVANTAGED SCHOOL PRESENTED DISCIPLINE PROBLEMS. POSSIBLE USES OF THE COMMUNICATION TASK IN THE AREA OF TEACHER TRAINING WERE LISTED. THIS PAPER WAS PRESENTED AT THE AMERICAN EDUCATIONAL RESEARCH ASSOCIATION MEETING (NEW YORK, FEBRUARY 18, 1967). (LC)

ED 011 260 SP 001 028

MICRO-TEACHING AT BRIGHAN YOUNG UNIVERSITY.
By- BAIRD, J. HUGH AND OTHERS
BRIGHAN YOUNG UNIV., PROVO, UTAH

PUB DATE FEB 67

EDRS PRICE MF-$0.09 HC-$0.28 7P.

DESCRIPTORS- *INSTRUCTIONAL INNOVATION, *MICROTEACHING, *STUDENT TEACHING, *TEACHER EDUCATION, *TEACHING TECHNIQUES, AUDIOVISUAL AIDS, PROVO, QUESTIONNAIRES, SELF EVALUATION, SIMULATED ENVIRONMENT, VIDEO TAPE RECORDINGS,

MICROTEACHING IS THE CREATION OF A MINIATURE TEACHING SITUATION UNDER EASILY CONTROLLED CONDITIONS, WITH IMMEDIATE FEEDBACK FOR THE STUDENT TEACHER. ONE HUNDRED FORTY STUDENTS IN SIX METHODS COURSES EACH TEACH A SELF-CONTAINED 4- TO 6-MINUTE LESSON ON A SINGLE, SPECIFIC CONCEPT TO A "CLASS" OF THREE TO FIVE LOCAL STUDENTS AT THE APPROPRIATE GRADE AND AGE LEVEL. THE METHODS CLASS AND THEIR INSTRUCTOR ARE PRESENT, AND THE STUDENT'S PERFORMANCE IS VIDEOTAPED. BOTH THE CLASS AND THE COLLEGE STUDENTS COMPLETE EVALUATION FORMS. ONE FORM ASKS--"WHAT SPECIFIC IDEA WAS THE TEACHER TRYING TO TEACH," "DID YOU LEARN IT," "WERE YOU INTERESTED IN THE LESSON," AND "HOW COULD THE TEACHER HAVE DONE BETTER." EVALUATION INVOLVES, FIRST, A GENERAL, USUALLY POSITIVE, DISCUSSION OF THE PERFORMANCE AND THEN PLAYBACK OF THE VIDEOTAPE, WITH MORE DETAILED AND CRITICAL COMMENTS BY THE TRAINEE, THE INSTRUCTOR, AND THE COLLEGE CLASS. THE PROCEDURE IS REPEATED MORE BRIEFLY WHEN THE TRAINEE RETEACHES THE LESSON TO A DIFFERENT GROUP OF PUPILS. CONCLUSIONS CONCERN (1) THE POTENTIAL USEFULNESS OF A VIDEOTAPE BANK, FROM WHICH TAPES COULD BE DRAWN FOR PARTICULAR PURPOSES AT VARIOUS STAGES OF TRAINING, (2) THE VIDEOTAPING OF "LIVE" STUDENT TEACHING, AND (3) THE DEVELOPMENT OF DESIRABLE SELF-CONCEPTS AMONG STUDENT TEACHERS VIA COMBINING VIDEOTAPE TACTICS WITH TRAINING IN INTERACTION ANALYSIS. (RP)

ED 011 261 SP 001 068

A COMPARISON OF DIFFERENT MODELING PROCEDURES IN THE ACQUISITION OF A TEACHING SKILL.
By- ALLEN, D.W. AND OTHERS

PUB DATE 18 FEB 67

EDRS PRICE MF-$0.09 HC-$0.96 24P.

DESCRIPTORS- *MICROTEACHING, *MODELS, *QUESTIONING TECHNIQUES, *TEACHER EDUCATION, *TEACHING TECHNIQUES, BIBLIOGRAPHIES, NEW YORK CITY, OBSERVATION, RATING SCALES, STATISTICAL ANALYSIS, TABLES (DATA), VIDEO TAPE RECORDINGS,

TO DETERMINE THE RELATIVE EFFECTIVENESS OF THREE MODELING PROCEDURES FOR MODIFYING TEACHER BEHAVIOR (APPLIED, ILLUSTRATIVELY, TO HIGHER-ORDER QUESTIONING BEHAVIOR), VIDEOTAPES WERE MADE OF A SERIES OF FOUR MICROTEACHING SESSIONS REPRESENTING IN A 2 x 2 x 2 FACTORIAL DESIGN (N 103) THAT FURNISHED EIGHT EXPERIMENTAL GROUPS, (1) SYMBOLIC VERSUS PERCEPTUAL MODELING--SOME GROUPS READ WRITTEN SCRIPTS, WHEREAS OTHERS SAW THE ENACTMENT OF THE SCRIPTS, (2) PURE VERSUS MIXED LESSONS--POSITIVE INSTANCES ONLY VERSUS POSITIVE AND NEGATIVE INSTANCES OF THE BEHAVIOR TO BE LEARNED, AND (3) MATCHING IN THE SPECIFIC CASE VERSUS MATCHING IN PRINCIPLE--SOME GROUPS PERFORMED THE SAME LESSON AS THE MODEL, WHEREAS OTHERS USED ANY LESSON THAT MATCHED THE MODEL IN PRINCIPLE. TRANSFER WAS TESTED BY REQUIRING TEACHER TRAINEES TO INCORPORATE QUESTIONING SKILL IN A DIFFERENT LESSON CONTEXT. AS MEASURED BY PERCENT OF HIGHER-ORDER QUESTIONS OUT OF TOTAL QUESTIONS ASKED IN A 5-MINUTE TEACHING SESSION, ALL GROUPS SHOWED SIGNIFICANT GAINS OVER SESSIONS. SPECIFIC FINDINGS WERE--(1) THE PERCEPTUAL AND SYMBOLIC MODES DID NOT DIFFER, (2) POSITIVE INSTANCES ONLY APPEARED TO LEAD TO GREATER TRANSFER, AND (3) EXACT MATCHING PRODUCED THE GREATER NUMBER OF HIGHER-ORDER QUESTIONS BUT DID NOT TRANSFER TO A NEW LESSON. THIS PAPER WAS PRESENTED AT THE MEETING OF THE AMERICAN EDUCATIONAL RESEARCH ASSOCIATION (NEW YORK, FEBRUARY 16-18, 1967). (HA)

ED 011 262 UD 000 936

INDIVIDUAL DIFFERENCES IN THE EFFECTS OF EARLY EXPERIENCE ON AFTER BEHAVIOR.
By- FORGAYS, DONALD G.
YESHIVA UNIV., NEW YORK, N.Y., GRAD. SCH. OF EDUC.

PUB DATE 65

EDRS PRICE MF-$0.09 HC-$0.72 16P.

DESCRIPTORS- *BEHAVIOR DEVELOPMENT, *ENVIRONMENTAL INFLUENCES, *INDIVIDUAL DIFFERENCES, *REINFORCEMENT, BEHAVIORAL SCIENCE RESEARCH, CHILDREN, CONTROLLED ENVIRONMENT, ENRICHMENT, EXPERIMENTS, NEW YORK CITY, PROBLEM SOLVING, RATS,

TWO SERIES OF STUDIES WHOSE SUBJECTS WERE EITHER HOODED AND ALBINO RATS OR YOUNG CHILDREN INVESTIGATED THE INFLUENCE OF EARLY EXPERIENCES ON LATER BEHAVIOR. IN THE FIRST, BOTH SUBSPECIES OF RATS WERE EXPOSED TO EITHER ENRICHED OR RESTRICTED ENVIRONMENTS TO ASSESS THEIR PROBLEM-SOLVING ABILITIES UNDER VARIOUS LEARNING CONDITIONS. THE RESULTS SUGGESTED THAT EARLY ENRICHED EXPERIENCES WILL HELP DEVELOP THE USEFUL CHARACTERISTICS THAT THE ORGANISM ORDINARILY EMPLOYS. WHEN THIS DEVELOPMENT IS INHIBITED, HIERARCHICALLY LOWER CHARACTERISTICS WILL EMERGE MORE PROMINENTLY. THE RESULTS REINFORCED THE IDEA OF GENETIC LIMITATION BUT SUGGESTED THAT THERE IS A WIDE VARIATION OF DEVELOPMENT IN THE ORGANISM WHICH DEPENDS ON ITS EARLY LIFE EXPERIENCES. IN ONE OF THE REINFORCEMENT STUDIES ON YOUNG CHILDREN, IN WHICH A "SUPER- PLAYPEN" ROOM WITH NINE SETS OF MANIPULANDA WAS USED, THE PERFORMANCE OF MIDDLE-CLASS 4-YEAR-OLDS WAS COMPARED TO THAT OF LOWER-CLASS NEGROES. BOTH GROUPS LEARNED THE DISCRIMINATIONS BUT THE MIDDLE-CLASS STUDENTS LEARNED FASTER AND MORE STABLY ALTHOUGH BY THE END OF THE EXPERIMENT THE LOWER CLASS GROUP HAD CAUGHT UP IN RATE AND LEVEL OF CORRECTNESS. THE STUDIES INDICATED THAT DIFFERENCES IN EXPERIMENTAL SUBJECTS ARE AS IMPORTANT IN HUMANS AS THEY ARE IN LOWER ANIMALS IN INVESTIGATIONS OF THE POSSIBLE PROFIT THAT CAN BE OBTAINED FROM EARLY EXPOSURE. STUDIES OF THE LONG-TERM EFFECTS OF ENRICHMENT INTERVENTION WERE RECOMMENDED. THIS PAPER WAS PRESENTED AT THE ANNUAL INVITATIONAL CONFERENCE ON URBAN EDUCATION (4TH, YESHIVA UNIVERSITY, APRIL 26, 1965). (NH)

ED 011 263 UD 001 217

A PROPOSAL FOR THE PREVENTION AND CONTROL OF DELINQUENCY BY EXPANDING OPPORTUNITIES.

PUB DATE AUG 62

EDRS PRICE MF-$0.09 HC-$25.44 636P.

DESCRIPTORS- *ACTION PROGRAMS (COMMUNITY), *DELINQUENCY, *DELINQUENTS, *RESEARCH, ASPIRATION, COMMUNITY RESOURCES, CURRICULUM ENRICHMENT, DEMOGRAPHY, ELEMENTARY EDUCATION, EMPLOYMENT PROGRAMS, ENRICHMENT PROGRAMS, GUIDANCE PROGRAMS, NEW YORK CITY, OPPORTUNITIES, PARENT SCHOOL RELATIONSHIP, PRESCHOOL PROGRAMS, SOCIAL ENVIRONMENT, TEACHER EDUCATION,

THE ESTABLISHMENT OF A DEMONSTRATION PROGRAM TO GAIN BASIC KNOWLEDGE ABOUT THE CAUSES AND PROCESSES OF JUVENILE DELINQUENCY AND TO TEST MEANS OF DEALING WITH THEM IS PROPOSED. THE PROGRAM WILL INTEGRATE BOTH RESEARCH AND ACTION PROGRAMS IN VARIOUS SECTIONS WHICH DESCRIBE--(1) THE PROJECT COMMUNITY (THE FREQUENCY OF JUVENILE DELINQUENCY, DEMOGRAPHIC CHARACTERISTICS, AND RESOURCES IN THE AREA), (2) GUIDELINES FOR ACTION (WAYS TO INCREASE THE DELINQUENT'S OPPORTUNITIES AND HIS CAPACITY TO UTILIZE THEM, A DISCUSSION OF THE LEVELS AND CONTENT OF HIS ASPIRATIONS, AND STRATEGIES OF SOCIAL CONTROL), AND (3) VARIOUS ACTION PROGRAMS (OCCUPATIONAL PROJECTS, TEACHER TRAINING, CURRICULUM IMPROVEMENT, PARENT-SCHOOL RELATIONS, PRESCHOOL AND ELEMENTARY SCHOOL PROGRAMS, AND GUIDANCE AND PERSONNEL SERVICES). THE GENERAL PURPOSES OF THE ACTION AND RESEARCH PROGRAMS ARE SUMMARIZED IN SEVERAL SECTIONS. ELEVEN APPENDIXES DEALING WITH SPECIFIC ASPECTS OF EITHER THE ACTION OR RESEARCH PROGRAMS ARE INCLUDED. (BD)

ED 011 264 UD 001 333

UNDERSTANDING THE PUERTO RICAN AND HIS FAMILY.

BY- THOMAS MARIE, SISTER

PUB DATE 5 MAY 64

EDRS PRICE MF-$0.09 HC-$0.40 10P.

DESCRIPTORS- *FAMILY CHARACTERISTICS, *PUERTO RICAN CULTURE, *PUERTO RICANS, URBAN ENVIRONMENT,

AN UNDERSTANDING OF TRADITIONAL PUERTO RICAN FAMILY CUSTOMS AND BASIC DIFFERENCES BETWEEN PUERTO RICAN AND OTHER LIFE STYLES SHOULD HELP PROFESSIONAL WORKERS SOLVE THE PROBLEMS CREATED BY MIGRATION TO THE UNITED STATES. THE CULTURE OF THE PUERTO RICAN CAN BE DESCRIBED IN RELATION TO THREE CONCEPTS--DIGNIDAD (SELF-ESTEEM OR SELF-WORTH), RESPETO (UNDERSTANDING OF THE ROLE IN THE FAMILY AND SOCIETY), AND CARINO (AFFECTION). THESE CONCEPTS SHOULD BE UNDERSTOOD AS INTERRELATED AND BASIC TO PUERTO RICAN TRADITION. THE EXTENDED FAMILY, WITH ITS CONCOMITANT SECURITY FOR THE CHILD, AND THE PATRIARCHAL PATTERN OF THE CULTURE ARE DEEPLY ROOTED IN THE TRADITION. WHEN THE PUERTO RICAN MIGRATES TO THE MAINLAND, THESE VALUES BECOME STRAINED AND BREAK DOWN BECAUSE OF THE MAINLAND STRESS ON CONTRACTUAL RELATIONSHIPS AND EFFICIENT BEHAVIOR. THIS PAPER WAS DELIVERED AT THE TRAINING COURSE ON CULTURE AND CULTURE THEORY (MAY 1964). (NH)

ED 011 265 UD 001 338

SCHOOL INTEGRATION, PROCEEDINGS OF A SYMPOSIUM ON SCHOOL INTEGRATION (MICHIGAN STATE UNIVERSITY, MAY 1964).

BY- CLARK, KENNETH AND OTHERS

MICHIGAN ST. UNIV., EAST LANSING,BUR.OF EDUC. RES.

PUB DATE 64

EDRS PRICE MF-$0.27 HC-$6.44 161P.

DESCRIPTORS- *EDUCATIONAL QUALITY, *SCHOOL PERSONNEL, *SCHOOL SEGREGATION, ADMINISTRATOR ATTITUDES, ATTITUDES, CIVIL RIGHTS, COURT LITIGATION, EAST LANSING, GHETTOS, INTEGRATION METHODS, NEIGHBORHOOD SCHOOLS, NEW ROCHELLE, NEW YORK, RACIAL DISCRIMINATION, RACIAL SEGREGATION, SCHOOL INTEGRATION, SOCIAL PSYCHOLOGY, SOCIALLY DISADVANTAGED, SOUTHERN STATES, SUPREME COURT LITIGATION,

THE SOCIAL SCIENTISTS, EDUCATORS, AND EDUCATIONAL POLICY MAKERS WHO PARTICIPATED IN THIS SYMPOSIUM DISCUSSED SCHOOL SEGREGATION ISSUES, PARTICULARLY THOSE IN THE NORTH AND WEST, TO PROVIDE SOME SOLUTIONS TO THE PROBLEMS OF INTEGRATION. THE FOLLOWING WERE AMONG THE PAPERS PRESENTED--(1) KENNETH CLARK "EFFECT OF SEGREGATION AND INTEGRATION ON CHILDREN'S PERSONALITY," (2) DAVID G. SALTEN, "THE ORGANIZATION OF INTEGRATED SCHOOL DISTRICTS--THE NEW ROCHELLE STORY," (3) WILSON RECORD, "THE CHANGING ATTITUDES OF SCHOOL PERSONNEL," (4) FRANK RIESSMAN, "INTEGRATION--THE KEY TO QUALITY EDUCATION FOR ALL," (5) ROY WILKINS, "EDUCATION AND THE RACIAL CRISIS," AND (6) JAMES NABRIT, JR., "THE COURTS, SOCIAL SCIENTISTS AND SCHOOL INTEGRATION." MOST OF THE PAPERS WERE FOLLOWED BY A DISCUSSION BY ONE OR MORE OF THE PARTICIPANTS, WHO ALSO ANSWERED QUESTIONS. THIS DOCUMENT IS ALSO AVAILABLE FROM THE BUREAU OF EDUCATIONAL RESEARCH, MICHIGAN STATE UNIVERSITY, 252 ERICKSON HALL, EAST LANSING, MICHIGAN. (RG)

ED 011 266 UD 001 381
POVERTY RE-EXAMINED--OLD PROBLEMS, NEW CHALLENGES. SUMMARY REPORT OF THE 1964 NATIONAL CONFERENCE.
NATIONAL URBAN LEAGUE, NEW YORK, N.Y.
PUB DATE 64
EDRS PRICE MF-$0.09 HC-$1.36 34P.

DESCRIPTORS- *CIVIL RIGHTS, *DEMONSTRATIONS (CIVIL), *POVERTY PROGRAMS, CIVIL RIGHTS LEGISLATION, EMPLOYMENT, HEALTH SERVICES, HOUSING, NEGROES, NEW YORK CITY, VOTER REGISTRATION, WELFARE SERVICES,

FOUR AREAS OF PRIMARY CONCERN FOR THE DELEGATES AT THIS CONFERENCE WERE THE ANTIPOVERTY WAR, THE CIVIL RIGHTS ACT OF 1964, URBAN RIOTS, AND NONPARTISAN VOTER EDUCATION. VARIOUS SESSIONS DEALT WITH (1) POVERTY, (2) JOB DEVELOPMENT AND EMPLOYMENT, (3) EDUCATION AND YOUTH INCENTIVES, (4) HOUSING, (5) HEALTH AND WELFARE, AND (6) RELIGIOUS RESOURCES. THE PROCEEDINGS OF PARTICULAR SESSIONS WERE BRIEFLY SUMMARIZED AND INCLUDED THE NAMES OF THE SPEAKERS AND PARTICIPANTS. (RG)

ED 011 267 UD 001 514
EDUCATION FOR DISADVANTAGED.
By- BUSH, DIXON
ANTIOCH COLL., YELLOW SPRINGS, OHIO
PUB DATE APR 65
EDRS PRICE MF-$0.09 HC-$0.24 6P.

DESCRIPTORS- *COLLEGE ADMISSION, *COLLEGE PROGRAMS, *CULTURALLY DISADVANTAGED, ACADEMIC ABILITY, ADMISSION CRITERIA, TEACHING METHODS, YELLOW SPRINGS,

ANTIOCH COLLEGE HAS INITIATED A PROGRAM TO PROVIDE A COLLEGE EDUCATION TO SOCIALLY DISADVANTAGED STUDENTS WITH HIGH ACADEMIC POTENTIAL. THE PROGRAM OFFERS A CHALLENGE TO THE SMALL LIBERAL ARTS COLLEGE TO BREAK TRADITION AND BECOME LESS PROVINCIAL BY ADMITTING STUDENTS DIFFERENT FROM THE TRADITIONAL COLLEGE POPULATION. THE FIRST GROUP OF 11 STUDENTS, MOSTLY NEGRO, FROM THREE LARGE CITIES WAS CHOSEN BY INDIGENOUS SELECTOR GROUPS BECAUSE EARLY IDENTIFICATION OF STUDENTS IN THEIR OWN NEIGHBORHOODS WAS FELT TO BE IMPORTANT TO THE SUCCESS OF THE PROGRAM. ADMISSIONS STANDARDS WERE LOWERED TO ADMIT THESE STUDENTS, BUT GRADUATION STANDARDS WILL REMAIN THE SAME. EXISTING COLLEGE ADMISSIONS STANDARDS, CURRICULUMS, AND TEACHING METHODS ARE NOW BEING EVALUATED TO DETERMINE THEIR RELEVANCE IN EDUCATING DISADVANTAGED STUDENTS TO PROVIDE THEM WITH GREATER OPPORTUNITIES. THIS ARTICLE IS PUBLISHED IN "ANTIOCH COLLEGE REPORTS," NUMBER 7. (MR)

ED 011 268 UD 001 389
THE NEGRO STUDENT AT INTEGRATED COLLEGES.
By- CLARK, KENNETH B. PLOTKIN, LAWRENCE
NATIONAL SCHOLARSHIP SER. AND FUND FOR NEGRO STUD.
PUB DATE 63
EDRS PRICE MF-$0.18 HC-$2.72 68P.

DESCRIPTORS- *COLLEGE INTEGRATION, *COLLEGE STUDENTS, *NEGROES, ACADEMIC ACHIEVEMENT, DROPOUT RATE, EMPLOYMENT OPPORTUNITIES, FINANCIAL PROBLEMS, NEW YORK CITY, QUESTIONNAIRES, RACIAL DISCRIMINATION, SOCIAL STATUS,

NEGRO STUDENTS WHO HAD SOUGHT ASSISTANCE FROM THE NATIONAL SCHOLARSHIP SERVICE AND FUND FOR NEGRO STUDENTS TO ATTEND INTERRACIAL COLLEGES WERE FOLLOWEDUP TO DETERMINE THE DEGREE OF THEIR PROGRESS AND ADJUSTMENT IN COLLEGE AND AFTER GRADUATION. DATA FOR 509 STUDENTS WERE OBTAINED FROM A PRECOLLEGE INFORMATION SHEET PREPARED WHEN THE SCHOLARSHIPS WERE AWARDED FROM COLLEGE TRANSCRIPTS AND POST-GRADUATION QUESTIONNAIRES. THE MAJOR FINDINGS WERE--STUDENTS' DROPOUT RATES WERE LOWER THAN THE NATIONAL AVERAGE FOR WHITES AND FOR NEGROES ATTENDING SEGREGATED COLLEGES. FINANCIAL DIFFICULTIES WERE THE MAJOR REASONS FOR LEAVING COLLEGE. ON THE WHOLE, COLLEGE GRADES WERE AVERAGE AND DEPENDED MORE ON THE STUDENTS' HIGH SCHOOL AVERAGES AND THEIR PARENTS' EDUCATION THAN ON THEIR PARENTS' INCOME OR THE STUDENTS' PRECOLLEGE TEST SCORES. NEARLY ALL THE STUDENTS JUDGED THEIR COLLEGE EXPERIENCE FAVORABLY, BUT SOME INDICATED THAT THEY ENCOUNTERED RACIAL PROBLEMS AND PRESSURES. GENERALLY, IT WAS FOUND THAT THE COLLEGE-TRAINED NEGRO WAS NOT FORCED TO TAKE A MENIAL JOB BUT WAS NOT FULLY INTEGRATED INTO PRIVATE INDUSTRY. HE STILL HAD TO DEPEND UPON GOVERNMENT AND PRIVATE AGENCIES FOR A JOB IN WHICH HE COULD USE HIS SKILLS. (BD)

ED 011 269 UD 001 603
AN INVESTIGATION OF ITEM BIAS.
By- CLEARY, T. ANNE HILTON, THOMAS L.
EDUCATIONAL TESTING SERVICE, PRINCETON, N.J.
REPORT NUMBER RDR-65-6-NO-12 PUB DATE APR 66
REPORT NUMBER RB-66-17
EDRS PRICE MF-$0.09 HC-$1.08 27P.

DESCRIPTORS- *APTITUDE TESTS, *RACIAL DIFFERENCES, *SOCIOECONOMIC STATUS, *STATISTICAL ANALYSIS, ACADEMIC APTITUDE, PRINCETON,

THE PURPOSE OF THIS INVESTIGATION WAS TO DETERMINE WHETHER THE PRELIMINARY SCHOLASTIC APTITUDE TEST PRESENTED A DIFFERENTIAL DIFFICULTY FOR RACIAL AND SOCIOECONOMIC GROUPS. THE SUBJECTS WERE TWO GROUPS TOTALING 1,410 NEGRO AND WHITE HIGH SCHOOL SENIORS IN AN INTEGRATED HIGH SCHOOL WHO HAD TAKEN THE TEST. THEY WERE DIVIDED INTO THREE SOCIOECONOMIC LEVELS ON THE BASES OF FATHER'S OCCUPATION, FATHER'S AND MOTHER'S EDUCATION, AND A SPECIAL INDEX (HOUSE-HOME). A THREE-FACTOR ANALYSIS OF VARIANCE DESIGN (RACE, SOCIOECONOMIC STATUS, AND ITEMS ON THE MATHEMATICAL AND VERBAL SECTIONS OF THE EXAMINATION) WAS USED TO INTERPRET THE RESULTS. THE AUTHORS FOUND THAT FEW ITEMS PRODUCED AN UNCOMMON DISCREPANCY BETWEEN THE PERFORMANCE OF NEGRO AND WHITE STUDENTS AND THAT, IF THE TEST SCORES WERE DISCRIMINATORY, THE DISCRIMINATION WAS A RESULT OF PARTICULAR ITEMS ON THE TEST RATHER THAN OF THE TEST AS A WHOLE. (NH)

ED 011 270 UD 001 704
IMPROVING ETHNIC DISTRIBUTION OF NEW YORK CITY PUPILS.
By- LANDERS, JACOB
NEW YORK CITY BOARD OF EDUCATION, BROOKLYN, N.Y.
PUB DATE MAY 66
EDRS PRICE MF-$0.09 HC-$1.68 42P.

DESCRIPTORS- *INTEGRATION METHODS, *PUBLIC SCHOOLS, *RACIAL DISTRIBUTION, BROOKLYN, FREE CHOICE TRANSFER PROGRAMS, MIDDLE SCHOOLS, NEW YORK CITY, OPEN ENROLLMENT, RACIAL INTEGRATION, SCHOOL INTEGRATION, SCHOOL ZONING, STUDENT TRANSPORTATION,

THE NEW YORK CITY BOARD OF EDUCATION HAS INSTITUTED A NUMBER OF PROGRAMS TO ACHIEVE ETHNIC BALANCE IN THE PUBLIC SCHOOLS. HOWEVER, THE PROBLEMS OF RACIAL INTEGRATION, WHICH RESULT FROM HOUSING, MOVEMENT OF WHITE POPULATION, GROWTH OF NONPUBLIC EDUCATION, AND THE DIFFERENTIAL RATE OF ETHNIC CHANGE IN THE VARIOUS BOROUGHS, REFLECT A CONDITION OF THE TOTAL "FABRIC" OF SOCIETY AND, AS SUCH, ARE BEYOND THE CONTROL OF THE BOARD OF EDUCATION. OF THE FACTORS WHICH INFLUENCE RACIAL INTEGRATION IN THE SCHOOLS--NUMBER AND ETHNIC STATUS OF SCHOOL-AGE CHILDREN, NUMBER AND ETHNIC STATUS OF THOSE ENROLLED IN THE PUBLIC SCHOOLS, GEOGRAPHIC DISTRIBUTION OF THE CHILDREN IN THE CITY BY ETHNIC GROUPS, AND ADMINISTRATIVE ARRANGEMENTS WHICH DETERMINE PLACEMENT IN PARTICULAR SCHOOLS--IT IS ONLY THE LAST FACTOR WHICH CAN BE CONTROLLED BY THE SCHOOL SYSTEM. THE BOARD'S SPECIFIC ADMINISTRATIVE PROCEDURES TO ACHIEVE INTEGRATION ARE (1) NEW SCHOOL ZONING (2) TRANSPORTING PUPILS TO DIFFERENT SCHOOLS, (3) THE FREE CHOICE-OPEN ENROLLMENT PLAN, (4) THE "REVERSE" OPEN ENROLLMENT PLAN, (5) COMMUNITY ZONING PLANS (PRINCETON PLAN), (6) CHANGED FEEDER PATTERNS FOR JUNIOR HIGH SCHOOLS, (7) THE ALTERNATIVE ASSIGNMENT PLAN, (8) VARIOUS HIGH SCHOOL ZONING AND OPEN ADMISSIONS PLANS, (9) INTERMEDIATE SCHOOLS, (10) EDUCATIONAL PARKS, AND (11) VARIOUS SPECIAL PLANS OF ASSISTANT SUPERINTENDENTS. (JL)

ED 011 271 UD 001 731

ISRAEL AND THE EDUCATION OF THE CULTURALLY DEPRIVED.
BY- MOONEY, ROSS L.
OHIO STATE UNIV., COLUMBUS, SCHOOL OF EDUC.
PUB DATE 1 FEB 66

EDRS PRICE MF-$0.09 HC-$1.24 31P.

DESCRIPTORS- *COMPENSATORY EDUCATION PROGRAMS, *CULTURALLY DISADVANTAGED, *JEWS, COLUMBUS, COMMUNICATION SKILLS, CULTURAL TRAITS, FAMILY ROLE, MINORITY GROUP CHILDREN, PRESCHOOL PROGRAMS,

ISRAEL CAN ACT AS A LABORATORY TO TEST WHETHER WESTERN CULTURE HAS THE UNDERSTANDING AND SKILLS TO INTEGRATE A RADICALLY DIFFERENT, "DEPRIVED" CULTURE INTO THE MAINSTREAM OF SOCIETY. ORIENTAL JEWS, A MINORITY WHO WILL SOON BECOME A MAJORITY GROUP, HAVE A CULTURE WHICH DOES NOT FIT INTO A MODERN TECHNOLOGICAL SOCIETY. THEIR PATRIARCHAL CULTURE WITH ITS ORAL TRADITION NOW FACES AN ABRUPT SHIFT INTO A WELFARE STATE IN WHICH SCHOOL IS THE MAJOR ROAD TO ACHIEVEMENT. THE SZOLD INSTITUTE IN JERUSALEM HAS IDENTIFIED THE PARTICULAR CHARACTERISTICS OF ORIENTAL CHILDREN THAT THE SCHOOLS SHOULD CONSIDER (1) THESE CHILDREN ARE UNABLE TO ORGANIZE AND COMMUNICATE, SKILLS WHICH TEACHERS EXPECT, (2) THEIR PARENTS DO NOT SEE THE CHILD AS A "PERSON" BUT MERELY AS HAVING A "ROLE" IN THE FAMILY, (3) THESE CHILDREN DO NOT USE DRAMATIC PLAY WHICH WOULD TRAIN THEM IN THE SKILLS OF INTERACTION AND ROLE-TAKING, AND (4) THEY ARE AGGRESSIVE, COMPETITIVE, CRITICAL, AND MOCKING. TO ALTER THESE BEHAVIORS AND ATTITUDES, THE SCHOOLS SHOULD BEGIN TO EDUCATE THEM AT AGE TWO, AND SCHOOL PROGRAMS SHOULD REQUIRE SPECIAL TEACHER TRAINING, DIAGNOSTIC TESTING, AND APPROPRIATE CURRICULAR MATERIALS. IN GENERAL, THE CURRENT NOTION OF "FORMAL EQUALITY" IN CHILDREN'S RECEIVING AN EDUCATION SHOULD BE REPLACED BY THE IDEA OF "FUNCTIONAL EQUALITY," THAT IS, EQUAL PREPARATION BY UNEQUAL MEANS. (NH)

ED 011 272 UD 001 901

TRAINING RESOURCES FOR YOUTH. LOUISIANA.
BY- SMITH, MARION B. BERTRAND, ALVIN L.
TRAINING RESOURCES FOR YOUTH INC., BROOKLYN, N.Y.
PUB DATE JUN 68

EDRS PRICE MF-$0.54 HC-$13.72 343P.

DESCRIPTORS- *DEMONSTRATION CENTERS, *DISADVANTAGED YOUTH, *ECONOMIC DISADVANTAGEMENT, *EDUCATIONAL ENVIRONMENT, *OUT OF SCHOOL YOUTH, BEHAVIORAL DEVELOPMENT, JOB PLACEMENT, NEGATIVE ATTITUDES, NEW YORK CITY, PROJECT TRY, RECREATIONAL ACTIVITIES, TRAINING, UNEMPLOYMENT, VOCATIONAL EDUCATION, WORK EXPERIENCE,

THE ESTABLISHMENT OF A DEMONSTRATION CENTER TO PROVIDE AN EDUCATIONAL ENVIRONMENT FOR UNEMPLOYED OUT-OF-SCHOOL MALES (AGE 17 TO 21) IS PROPOSED. THE AIM OF THE PROJECT IS TO OFFER DISADVANTAGED YOUTH THE PERSONAL, SOCIAL, AND VOCATIONAL SKILLS NECESSARY FOR SUCCESS IN AMERICAN SOCIETY. THE CURRICULUM WILL DEVELOP MORE EFFECTIVE TECHNIQUES FOR PRODUCING POSITIVE ATTITUDE AND BEHAVIOR CHANGES IN THESE YOUTHS. EXPERIMENTS WILL BE CONDUCTED IN TESTING, COUNSELING, VOCATIONAL TRAINING, RESEARCH AND EVALUATION METHODS, JOB RECRUITMENT, AND PLACEMENT PROCEDURES, AND IN ROLES FOR PROFESSIONALS AND SUBPROFESSIONALS. FIVE HUNDRED YOUTH WILL BE ADMITTED DURING THE FIRST YEAR AND 1,000 DURING THE SECOND YEAR OF THE PROJECT FOR A STAY OF ABOUT 1 YEAR. MOST OF THE PROPOSAL CONTAINS EXTENSIVE BACKGROUND AND THEORETICAL MATERIAL AS WELL AS DESCRIPTIONS OF PROGRAM PLANS AND OF EVALUATION AND DEVELOPMENT PROJECTS. (HC)

ED 011 273 UD 002 141

HOW DO WE INVOLVE THE POOR IN WESTCHESTER'S WAR ON POVERTY.
BY- BECK, BERTRAM M.
WESTCHESTER COUNCIL OF SOCIAL AGENCIES INC.
PUB DATE 21 OCT 65

EDRS PRICE MF-$0.09 HC-$0.60 15P.

DESCRIPTORS- *COMMUNITY INVOLVEMENT, *POVERTY PROGRAMS, COMMUNITY PROGRAMS, DAY CARE SERVICES, ECONOMICALLY DISADVANTAGED, FAMILY PLANNING, FAMILY PROGRAMS, LEGAL AID PROJECTS, WESTCHESTER COUNTY, WHITE PLAINS,

THE SPEAKER SUGGESTED THAT THE POOR SHOULD PARTICIPATE IN POLICY-MAKING DECISIONS IN ANTIPOVERTY PROGRAMS AND BE GIVEN THE OPPORTUNITY FOR EMPLOYMENT WITHIN THE PROGRAMS THEMSELVES. HE FURTHER SUGGESTS SOME OF THE POWER NOW HELD BY OTHERS SHOULD BE RELINQUISHED TO THE POOR, WHO SHOULD HAVE THE RIGHT TO HELP DECIDE WHAT THEY WANT. PRIORITIES FOR PROGRAMS SHOULD BE ESTABLISHED TO ACHIEVE THE GOALS OF INCREASED EMPLOYMENT, EQUAL OPPORTUNITY, AND INDEPENDENCE, WITH THE HIGHEST PRIORITY GIVEN TO JOB TRAINING AND DEVELOPMENT. OTHER PRIORITIES SHOULD FOCUS ON THE PROBLEMS OF LEGAL SERVICES, SPECIAL EDUCATION, SMALL LOANS, DROP-IN DAY CARE CENTERS FOR CHILDREN, ASSISTANCE IN FAMILY PLANNING, AND THE ECONOMICS OF SECURING A DIVORCE. THIS PAPER WAS AN ADDRESS BEFORE THE ANNUAL WESTCHESTER CONFERENCE OF COMMUNITY SERVICES (12TH, WHITE PLAINS, OCTOBER 21, 1965). (JL)

ED 011 274 UD 002 177

COMPENSATORY EDUCATION FOR THE DISADVANTAGED, PROGRAMS AND PRACTICES--PRESCHOOL THROUGH COLLEGE.

BY- GORDON, EDMUND W. WILKERSON, DOXEY A.
COLLEGE ENTRANCE EXAMINATION BOARD, NEW YORK, N.Y.
PUB DATE 66

EDRS PRICE MF-$0.45 HC-$12.36 309P.

DESCRIPTORS- *COMPENSATORY EDUCATION PROGRAMS, COLLEGES, COMMUNITY INVOLVEMENT, ELEMENTARY GRADES, EVALUATION, EXTENDED SCHOOL DAY, HIGH SCHOOLS, INNOVATION, NEW YORK CITY, PARENT PARTICIPATION, PERSONNEL POLICY, SOCIALLY DISADVANTAGED, UNIVERSITIES,

THE DISADVANTAGED POPULATION IS IDENTIFIED AND SPECIFIC COMPENSATORY EDUCATION PROGRAMS ARE DESCRIBED IN THIS COMPENDIUM, ANALYSIS, AND CRITICAL EVALUATION OF COMPENSATORY EDUCATION IN THE UNITED STATES. SUBJECTS SPECIFICALLY DISCUSSED ARE--(1) THE STATUS OF COMPENSATORY EDUCATION, (2) INNOVATIONS IN SCHOOL PROGRAMS AND STAFFING PATTERNS, (3) EXTENDED SCHOOL SERVICES, (4) PARENT AND COMMUNITY INVOLVEMENT, AND (5) COMPENSATORY PRACTICES IN COLLEGES AND UNIVERSITIES. A CRITIQUE OF COMPENSATORY EDUCATION EXAMINES THE PROBLEMS IN EVALUATING PROGRAMS, ASSESSES MAJOR DEVELOPMENTS, AND OFFERS SOME PROMISING GUIDELINES FOR CONDUCTING THESE PROGRAMS. A 101-PAGE "DIRECTORY OF COMPENSATORY PRACTICES," ARRANGED BY STATE, OUTLINES PAST AND PRESENT PROGRAMS GIVING SPECIFIC LOCATIONS, DATES, DESCRIPTION, COST-PER-PUPIL, SPONSORING GROUPS, INFORMATION ABOUT STAFF AND SERVICES, AND WHERE TO WRITE FOR INFORMATION. THIS DOCUMENT IS ALSO AVAILABLE FROM THE COLLEGE ENTRANCE EXAMINATION BOARD, PUBLICATIONS ORDER OFFICE, BOX 592, PRINCETON, NEW JERSEY 08540, FOR $4.50. (NC)

ED 011 275 UD 002 461
DEMONSTRATION AND TEACHER TRAINING PROGRAM FOR TEACHERS OF DISADVANTAGED PUPILS IN NON-PUBLIC SCHOOLS.
BY- HARTLEY, RUTH E.
CENTER FOR URBAN EDUCATION, NEW YORK, N.Y.
PUB DATE 31 AUG 66

EDRS PRICE MF-$0.27 HC-$6.16 154P.

DESCRIPTORS- *COMPENSATORY EDUCATION PROGRAMS, *DISADVANTAGED YOUTH, *EVALUATION, *SPECIAL PROGRAMS, *TEACHER EDUCATION, ART EDUCATION, ESEA TITLE I PROGRAMS, EVALUATION TECHNIQUES, HEALTH EDUCATION, LIBRARY SERVICES, MUSIC EDUCATION, NEW YORK CITY, PAROCHIAL SCHOOLS, PRIVATE SCHOOLS, SPEECH EDUCATION,

AN INTERIM EVALUATION WAS MADE OF A DEMONSTRATION AND TRAINING PROJECT FOR NONPUBLIC SCHOOL TEACHERS OF THE DISADVANTAGED. THE PROJECT OFFERED TRAINING IN MUSIC, ART, HEALTH EDUCATION, LIBRARY PROCEDURES, AND SPEECH IMPROVEMENT TO THESE TEACHERS BY MEANS OF WEEKDAY, SATURDAY, AND SUMMER INSTITUTES AND THROUGH INTERSCHOOL VISITS. DATA FOR THE EVALUATION WERE GATHERED BY MONITORING SELECTED SESSIONS AND THROUGH INTERVIEWS AND QUESTIONNAIRES. ALL THE PROGRAMS LACKED ADEQUATE INTRA- AND INTER-ORGANIZATIONAL COMMUNICATION ABOUT THE PARTICIPANTS' PREVIOUS TRAINING, THEIR SPECIAL NEEDS, AND THEIR TEACHING SITUATIONS. ANNOUNCEMENTS, RECRUITMENTS, AND SELECTION PROCEDURES WERE INEFFECTIVE, AND SUFFERED FROM POOR RECORD KEEPING AND FEEDBACK. VARIOUS FORMS USED IN THE EVALUATION AND THE RATINGS OF THE SESSIONS IN EACH OF THE SUBJECT AREAS ARE INCLUDED. (NH)

ED 011 276 UD 002 462
REDEVELOPMENT OF A CURRICULUM FOR SOCIALLY MALADJUSTED AND EMOTIONALLY DISTURBED CHILDREN WITH A COROLLARY OF TEACHER TRAINING.
BY- COHEN, ROSALYN S.
CENTER FOR URBAN EDUCATION, NEW YORK, N.Y.
PUB DATE 31 AUG 66

EDRS PRICE MF-$0.18 HC-$4.92 123P.

DESCRIPTORS- *COMPENSATORY EDUCATION PROGRAMS, *CURRICULUM GUIDES, *EMOTIONALLY DISTURBED, *EVALUATION, *SOCIALLY DISADVANTAGED, DISCIPLINE PROBLEMS, ESEA TITLE I PROGRAMS, EXPERIMENTAL SCHOOLS, GRADE 7, NEW YORK CITY, TEACHER EDUCATION, TEACHING TECHNIQUES,

THE MAJOR SHORTCOMINGS OF A CURRICULUM GUIDE, "WHAT IS A CITY," PREPARED FOR SEVENTH GRADERS IN SPECIAL SCHOOLS FOR SOCIALLY MALADJUSTED AND EMOTIONALLY DISTURBED CHILDREN WERE THE PSYCHOLOGICAL INSENSITIVITY OF SOME OF THE CONTENT AND THE OMISSION OF SUGGESTED TECHNIQUES FOR CLASSROOM MANAGEMENT OF DIFFICULT BEHAVIOR. GUIDELINES FOR IMPROVING BOTH THE GUIDE AND THE EFFECTIVENESS OF THESE SPECIAL SCHOOLS ARE OFFERED--(1) A "HUMAN CENTERED" CURRICULUM (SIMPLIFIED PSYCHOLOGY, ANTHROPOLOGY, AND ETHICS COURSES) SHOULD BE TAUGHT, (2) CAREFULLY SELECTED STUDENTS SHOULD BE GIVEN PAID SERVICE ROLES IN PRESCHOOLS AS CASE AIDES, (3) PROGRAMED INSTRUCTION SHOULD BE INTRODUCED TO COUNTERACT THE STUDENTS' "ANTI-LEARNING" FEELINGS AND TO OFFER THEM AN OPPORTUNITY FOR MORE SUCCESSFUL ACADEMIC EXPERIENCES, AND (4) TEACHER TRAINING COULD BE GREATLY IMPROVED BY DEMONSTRATION CLASSROOMS UNDER A MASTER TEACHER AND BY MAKING A CURRICULUM REFERENCE LIBRARY AVAILABLE. THE AUTHOR BELIEVES THAT THE ADMINISTRATION SHOULD BE MORE FLEXIBLE SO THAT SOME OF THE SUGGESTIONS IN THE GUIDE, AS THOSE FOR COMPREHENSIVE CLASSROOMS AND TEAM TEACHING, COULD BE IMPLEMENTED. THE MATHEMATICS, MUSIC, ART, AND AUDIOVISUAL PROGRAMS WERE ESPECIALLY PRAISED. (NH)

ED 011 277 UD 002 472
THE AFTER-SCHOOL STUDY CENTERS FOR DISADVANTAGED PUPILS - REMEDIAL AND TUTORIAL - FOR PUBLIC AND NON-PUBLIC SCHOOL PUPILS.
BY- BERNSTEIN, BRUCE H.
CENTER FOR URBAN EDUCATION, NEW YORK, N.Y.
PUB DATE 31 AUG 66

EDRS PRICE MF-$0.09 HC-$1.56 39P.

DESCRIPTORS- *AFTER SCHOOL CENTERS, *EDUCATIONALLY DISADVANTAGED, *ENRICHMENT PROGRAMS, *EVALUATION, *TUTORING, COMPENSATORY EDUCATION PROGRAMS, ESEA TITLE I PROGRAMS, NEW YORK CITY, PAROCHIAL SCHOOLS, PUBLIC SCHOOLS,

AN EVALUATION WAS MADE OF AFTER-SCHOOL REMEDIAL CENTERS FOR DISADVANTAGED STUDENTS. THE CENTERS WERE STAFFED BY PUBLIC AND PRIVATE SCHOOL PERSONNEL. DATA ON THE PUBLIC AND NONPUBLIC SCHOOL STUDENTS RECEIVING THE TUTORING WERE COLLECTED THROUGH INTERVIEWS AND OBSERVER REPORTS. THE INVESTIGATOR FOUND THAT THE CENTERS WERE INITIALLY SUCCESSFUL IN ESTABLISHING A FRIENDLY RELATIONSHIP BETWEEN A PARTICIPATING NONPUBLIC SCHOOL AND A NEARBY PUBLIC SCHOOL, ALTHOUGH SOME ANIMOSITY DEVELOPED LATER BECAUSE OF SCHEDULING PROBLEMS. THE NONPUBLIC SCHOOLS HAD DIFFICULTY IN INTERESTING

PARENTS AND STUDENTS AND IN SELECTING PUPILS TO PARTICIPATE IN THE PROGRAM. THE PUBLIC SCHOOL PERSONNEL FACED SEVERAL ADMINISTRATIVE PROBLEMS AS A RESULT OF HASTY PROGRAM PLANNING, RECOMMENDATIONS INDICATED A NEED FOR (1) A DISCUSSION OF THE MOST ADVANTAGEOUS TIME AND PLACE FOR THE PROGRAM, (2) PUBLIC INFORMATION AND PARENT SUPPORT, AND (3) ATTENTION TO THE PROBLEM OF PUBLIC AND NONPUBLIC STUDENT MINGLING. THE FUNCTIONS OF THE PROGRAM ARE SPECIFICALLY DESCRIBED, AND FURTHER SUGGESTIONS FOR ITS IMPROVEMENT ARE MADE. (NC)

ED 011 278 UD 002 486

CREATIVE APPROACHES TO TUTORING, FOR USE IN THE Y.E.S. SUMMER PROGRAM, 1966.

By- DODGE, LOWELL
YOUTH EDUCATIONAL SERVICES, DURHAM, N.C.

PUB DATE 66

EDRS PRICE MF-$0.09 HC-$0.48 12P.

DESCRIPTORS- *CREATIVE ACTIVITIES, *TUTORING, CULTURALLY DISADVANTAGED, DURHAM, INSTRUCTIONAL INNOVATION, SUMMER PROGRAMS, YOUTH EDUCATION SERVICES (YES) SUMMER PROGRAM,

SPECIFIC EXAMPLES OF NEW TUTORING TECHNIQUES AND MATERIALS THAT ARE CONSIDERED MORE SENSITIVE THAN CONVENTIONAL METHODS WERE OFFERED IN THIS GUIDE. SOME OF THE METHODS WERE (1) USING COMIC BOOKS, (2) HAVING THE TUTEE CREATE HIS OWN MATERIALS, (3) THE "DEAR ABBY" TECHNIQUE, (4) WRITING A "MIPTIONARY," AND (5) ASKING THE STUDENT TO DEVELOP HIS OWN VIGNETTES. SUGGESTIONS WERE MADE FOR WAYS TO DISCOVER THE INTERESTS OF THE TUTEE ON WHICH TO BASE TUTORING ACTIVITIES. THIS DOCUMENT IS ALSO AVAILABLE FROM THE YOUTH EDUCATIONAL SERVICES, POST OFFICE BOX 1160, DURHAM, NORTH CAROLINA 27702. (JL)

ED 011 279 UD 002 504

CORRECTIVE READING SERVICES FOR DISADVANTAGED PUPILS IN REGULAR NON-PUBLIC SCHOOLS.

By- PARKE, MARGARET B.
CENTER FOR URBAN EDUCATION, NEW YORK, N.Y.

PUB DATE 31 AUG 66

EDRS PRICE MF-$0.09 HC-$2.04 51P.

DESCRIPTORS- *COMPENSATORY EDUCATION PROGRAMS, *EDUCATIONALLY DISADVANTAGED, *EVALUATION, *REMEDIAL READING, ASPIRATION, ESEA TITLE I PROGRAMS, NEW YORK CITY, PAROCHIAL SCHOOLS, PRIVATE SCHOOLS, QUESTIONNAIRES, SPECIAL PROGRAMS, TEACHER EVALUATION,

THE SUCCESS OF A PROGRAM TO PROVIDE CORRECTIVE READING SERVICES TO EDUCATIONALLY DISADVANTAGED STUDENTS IN 130 NEW YORK CITY NONPUBLIC SCHOOLS WAS ASSESSED. THE AIM OF THE PROGRAM WAS TO STIMULATE THE STUDENTS' INTELLECTUAL ACHIEVEMENT AND TO RAISE THEIR EDUCATIONAL ASPIRATION LEVELS. THE EVALUATION OF THE DATA FROM INCOMPLETE TEACHER AND PRINCIPAL QUESTIONNAIRES AND FROM CLASSROOM OBSERVATION WAS SEVERELY LIMITED BECAUSE THE PROGRAM STARTED LATE, RAN ONLY 5 TO 6 WEEKS, AND OFTEN LACKED APPROPRIATE MATERIALS AND EQUIPMENT. THE AUTHOR RECOMMENDS THAT MUCH OF THE WORK OF THE DIRECTOR BE DELEGATED TO ADMINISTRATIVE PERSONNEL AND THAT MORE CAREFULLY SELECTED SPECIAL TEACHERS BE GIVEN INTENSIVE TRAINING IN REMEDIAL TECHNIQUES. HOWEVER, IT WAS FOUND THAT THE PROJECT WAS RECEIVED FAVORABLY BY THE STAFF, AND IT IS FELT THAT IT SHOULD BE CONTINUED. INCLUDED IN THE REPORT ARE DETAILED DESCRIPTIONS OF THE PROGRAM INCLUDING MATERIALS, AND TEST DATA, AND DISCUSSIONS OF THE DEGREE TO WHICH THE PROGRAM WAS ACCEPTED BY THE PARENTS, TEACHERS, PRINCIPALS, AND CHILDREN. (NC)

ED 011 280 UD 002 518

FINANCIAL AID TO THE UNDERGRADUATE, ISSUES AND IMPLICATIONS.

By- WEST, ELMER D.
AMERICAN COUNCIL ON EDUCATION, WASHINGTON, D.C.

PUB DATE 63

EDRS PRICE MF-$0.27 HC-$6.72 168P.

DESCRIPTORS- *COLLEGE STUDENTS, *EDUCATIONAL FINANCE, BIBLIOGRAPHIES, DISTRICT OF COLUMBIA, EMPLOYMENT OPPORTUNITIES, FEDERAL AID, FINANCIAL SUPPORT, SCHOLARSHIPS, SOCIOECONOMIC STATUS,

THE CURRENTLY AVAILABLE DATA ON FINANCIAL AID TO COLLEGE STUDENTS ARE ASSESSED TO DETERMINE ITS EFFECTIVENESS AS A MEANS OF ALLOWING STUDENTS WITH ABILITY TO ENTER AND REMAIN IN COLLEGE. THE THREE PRINCIPAL MEANS OF AID ARE EVALUATED--LOANS, SCHOLARSHIPS, AND EMPLOYMENT OPPORTUNITIES, AND THE STUDENTS WHO RECEIVE AID IDENTIFIED BY SOCIOECONOMIC STATUS, ABILITY, FAMILY INCOME, AND OTHER RELATED CRITERIA. VARIOUS SOURCES OF AID (FEDERAL, STATE, INDUSTRY, AND FOUNDATIONS) ARE SPECIFICALLY DISCUSSED, AND 31 TABLES AND BIBLIOGRAPHY OF 184 REFERENCES PRESENT RELEVANT INFORMATION. (NC)

ED 011 281 UD 003 017

VOCATIONAL ADVISORY SERVICE YOUTH AND WORK PROGRAM.

By- LEUBLING, HARRY E. TROBE, ADELE B.
VOCATIONAL ADVISORY SERVICE, NEW YORK, N.Y.

PUB DATE JU L63

EDRS PRICE MF-$0.09 HC-$1.68 47P.

DESCRIPTORS- *DROPOUT PROGRAMS, *EMPLOYMENT, *EVALUATION, COUNSELING, FOLLOWUP STUDIES, JOB PLACEMENT, NEW YORK CITY, PREVOCATIONAL EDUCATION, PSYCHOLOGICAL EVALUATION, REMEDIAL INSTRUCTION, SOCIAL WORK,

THE ACTIVITIES OF A PROGRAM ESTABLISHED TO INCREASE THE EMPLOYABILITY AND IMPROVE THE OVERALL ADJUSTMENT OF THE SCHOOL DROPOUT ARE REPORTED. THE REPORT DISCUSSES (1) THE NUMBER AND SOURCES OF REFERRALS, (2) CHARACTERISTICS AND ASSESSMENTS OF THE CLIENT POPULATION, AND (3) THE SERVICE OFFERED OVER A 33-MONTH PERIOD. THE PROGRAM PROVIDED THE DROPOUT WITH COUNSELING, PSYCHOLOGICAL APPRAISAL, SOCIAL CASEWORK, PREVOCATIONAL TRAINING AND WORK ADJUSTMENT AID, REMEDIAL EDUCATION, JOB PLACEMENT, AND FOLLOWUP SERVICES. IT WAS FOUND THAT DESPITE SOME OF THE DROPOUTS' INADEQUATE MOTIVATION OR HEALTH OR PSYCHIATRIC PROBLEMS, 58 PERCENT OF THOSE ENROLLED IN THE PROGRAM OBTAINED EMPLOYMENT AND MAINTAINED IT FOR A LONGER PERIOD THAN THEY HAD PREVIOUSLY, AND 15 PERCENT OF THEM RETURNED TO SCHOOL. THESE FINDINGS ARE CONSIDERED PRELIMINARY IN THAT LONG-TERM JOB STABILITY AND ADJUSTMENT ARE STILL TO BE EVALUATED. THIS REPORT DOES NOT INCLUDE THE FINDINGS OF A RESEARCH DESIGN WHICH WILL COMPARE THE EFFECTIVENESS OF THIS PROGRAM WITH A PROGRAM OFFERING ONLY JOB ASSISTANCE. THESE FINDINGS WILL SUBSEQUENTLY BE

REPORTED BY THE NEW YORK STATE DIVISION FOR YOUTH. (JL)

ED 011 282 VT 000 015

HIGH SCHOOL PRINCIPALS' PERCEPTIONS OF ASSISTANCE NEEDED IN ORDER TO DEVELOP MORE ADEQUATE PROGRAMS FOR EMPLOYMENT-BOUND YOUTH.

BY- WENRICH, RALPH C. OLLENBURGER, ALVIN
MICHIGAN UNIV., ANN ARBOR,SCH. OF EDUCATION

REPORT NUMBER OS678-1-F PUB DATE DEC 63
EDRS PRICE MF-$0.09 HC-$2.08 52P.

DESCRIPTORS- *FEDERAL AID, *PRINCIPALS, *STATE AID, *VOCATIONAL EDUCATION, ANN ARBOR, HIGH SCHOOL STUDENTS, HIGH SCHOOLS, OCCUPATIONAL GUIDANCE, OPINIONS, OUT OF SCHOOL YOUTH, QUESTIONNAIRES,

QUESTIONNAIRES WERE SENT TO PRINCIPALS OF LARGE HIGH SCHOOLS IN MICHIGAN TO DETERMINE THE KINDS OF FEDERAL AND STATE ASSISTANCE THEY WOULD CONSIDER MOST HELPFUL IN DEVELOPING AND OPERATING SPECIAL PROGRAMS AND SERVICES FOR EMPLOYMENT-BOUND YOUTH. RESPONSES WERE RECEIVED FROM 123, OR 98.4 PERCENT. QUESTIONS COVERED SIX AREAS OF ACTIVITY--(1) EXAMINING THE GOALS OF THE SCHOOL AND EVALUATING THE OFFERINGS AVAILABLE TO EMPLOYMENT-BOUND YOUTH, (2) ASSESSING THE NEEDS OF IN-SCHOOL AND OUT-OF-SCHOOL YOUTH AND THE NEEDS OF EMPLOYERS, (3) DEVELOPING NEW PROGRAMS TO MEET THE NEEDS OF YOUTH AND EMPLOYERS, (4) OPERATING SPECIALIZED PROGRAMS DESIGNED TO PREPARE IN-SCHOOL YOUTH FOR EMPLOYMENT, (5) OPERATING SPECIALIZED PROGRAMS DESIGNED TO PREPARE OUT-OF-SCHOOL YOUTH FOR EMPLOYMENT, AND (6) PROVIDING MORE ADEQUATE VOCATIONAL GUIDANCE SERVICES FOR IN-SCHOOL AND OUT-OF-SCHOOL YOUTH. THE AREAS OF ACTIVITY WERE PLACED IN RANK-ORDER BY THE PRINCIPALS AND AREA 2 AND AREA 4 WERE RANKED FIRST AND SECOND, RESPECTIVELY. A MAJORITY OF THE PRINCIPALS FELT THAT THEY DID NOT HAVE TIME TO GIVE LEADERSHIP TO THE PROGRAMS FOR EMPLOYMENT-BOUND YOUTH AND NEARLY THREE-FOURTHS FELT THEIR PROGRAMS COULD BE IMPROVED IF FUNDS WERE MADE AVAILABLE TO PROVIDE AN EXTRA ASSISTANT FOR THIS LEADERSHIP. TABLES OF PRINCIPALS' RESPONSES, THE QUESTIONNAIRE, AND RECOMMENDATIONS ARE INCLUDED. (PS)

ED 011 283 VT 000 021

ENROLLMENT IN VOCATIONAL HOME ECONOMICS PROGRAMS IN KENTUCKY. A SUMMARY REPORT OF THE RESEARCH STUDY.

BY- SIMPSON, RUBY AND OTHERS
KENTUCKY UNIV., LEXINGTON, COLL. OF EDUCATION

PUB DATE JUN 63
EDRS PRICE MF-$0.18 HC-$3.20 80P.

DESCRIPTORS- *ENROLLMENT INFLUENCES, *HOMEMAKING EDUCATION, ADMINISTRATOR OPINION, GRADE POINT AVERAGE, HIGH SCHOOL STUDENTS, HOME ECONOMICS TEACHERS, LEXINGTON, PRINCIPALS, QUESTIONNAIRES, SECONDARY SCHOOLS, STUDENT ENROLLMENT, STUDENT OPINION, TEACHER ATTITUDES,

FACTORS THAT MAY BE INFLUENCING ENROLLMENTS IN HOME ECONOMICS AT THE HIGH SCHOOL LEVEL WERE INVESTIGATED -- (1) THE QUALITY OF THE HOME ECONOMICS PROGRAM, (2) PRESSURES TO TAKE OTHER SUBJECTS, (3) SCHOOL SCHEDULES, (4) ATTITUDES TOWARD HOME ECONOMICS, (5) PATTERNS OF HOME ECONOMICS OFFERINGS, AND (6) JUNIOR HIGH HOMEMAKING PROGRAMS. QUESTIONNAIRES WERE SENT TO 130 SENIOR HIGH SCHOOL GIRLS, 82 PRINCIPALS, AND 69 TEACHERS REPRESENTING 71 SCHOOLS. ENROLLMENTS IN HOME ECONOMICS BETWEEN 1957-58 AND 1960-61 HAD INCREASED IN 31 SCHOOLS AND DECREASED IN 40 SCHOOLS. THE AVERAGE STUDENT ENROLLMENT FOR SCHOOLS WITH INCREASED ENROLLMENT IN HOME ECONOMICS WAS 354, WHILE IT WAS 401 FOR THOSE WITH DECREASING ENROLLMENT. THE QUALITY OF THE HOME ECONOMICS PROGRAM WAS THE MOST IMPORTANT FACTOR INFLUENCING STUDENT ENROLLMENT. SCHOOL SCHEDULES AND PATTERNS OF OFFERINGS OF HOME ECONOMICS HAD LITTLE INFLUENCE ON ENROLLMENT. RECOMMENDATIONS WERE THAT (1) A SPECIAL STUDY SHOULD BE MADE AND HELP PROVIDED FOR IMPROVING THE QUALITY OF THE HOME ECONOMICS PROGRAM SO THAT THE CONTENT IS CLOSELY RELATED TO THE NEEDS OF THE STUDENTS, THE LEVEL OF TEACHING PROCEDURES IS RAISED, AND PERSONAL QUALITIES OF THE TEACHERS ENHANCED, AND (2) TEACHERS SHOULD DECREASE THE EMPHASIS GIVEN TO FOODS, NUTRITION, CLOTHING, AND GROOMING, AND EXPAND THE EMPHASIS ON CHILD DEVELOPMENT, CONSUMER EDUCATION, AND HOUSING AND HOME FURNISHINGS. (MS)

ED 011 284 VT 000 025

IMPROVING VOCATIONAL-TECHNICAL EDUCATION IN THE TOP O' MICHIGAN AREA.

BY- HAINES, PETER D. AND OTHERS
MICHIGAN ST. UNIV., EAST LANSING,BUR.OF EDUC. RES.

REPORT NUMBER ES-15 PUB DATE OCT 65
EDRS PRICE MF-$0.27 HC-$7.36 184P.

DESCRIPTORS- *AREA VOCATIONAL SCHOOLS, *OCCUPATIONAL SURVEYS, *PROGRAM IMPROVEMENT, *VOCATIONAL EDUCATION, AGRICULTURAL EDUCATION, BUSINESS EDUCATION, DISTRIBUTIVE EDUCATION, DROPOUTS, EAST LANSING, EMPLOYMENT STATISTICS, HIGH SCHOOL GRADUATES, HIGH SCHOOL STUDENTS, HOME ECONOMICS EDUCATION, INDUSTRIAL ARTS, INDUSTRIAL EDUCATION, OCCUPATIONS, PARENT OPINION, SEX (CHARACTERISTICS), STUDENT ENROLLMENT, STUDENT OPINION, TECHNICAL EDUCATION, VOCATIONAL INTERESTS,

SIX COUNTIES IN THE NORTHERN PART OF THE LOWER PENINSULA OF MICHIGAN WERE STUDIED TO DETERMINE NEEDED VOCATIONAL AND TECHNICAL EDUCATION PROGRAMS, AND TO PROPOSE A FEASIBLE PLAN FOR THESE PROGRAMS. A TEAM OF RESEARCHERS COLLECTED DATA THROUGH SURVEYS, INTERVIEWS, GROUP MEETINGS, AND INSPECTION OF FACILITIES AND EQUIPMENT. TABLES AND DATA SHOW--(1) CLASSIFICATION OF SAMPLE OCCUPATIONS, (2) POPULATION CHANGE, (3) SECONDARY ENROLLMENTS BY GRADE LEVEL, 1964-65, (4) EMPLOYED WORKERS BY MAJOR OCCUPATIONS, (5) OCCUPATIONAL INTERESTS OF 11TH GRADERS AND THEIR PARENTS, (6) RESIDENCE OF HIGH SCHOOL GRADUATES AND DROPOUTS 2 YEARS AFTER GRADUATION, AND (7) PRESENT AND PROPOSED PROGRAMS OF DISTRIBUTIVE EDUCATION, HOME ECONOMICS EDUCATION, INDUSTRIAL EDUCATION, AND EDUCATION FOR OFFICE AND AGRICULTURAL OCCUPATIONS. THE INVESTIGATOR RECOMMENDED THAT (1) THE TWO INTERMEDIATE SCHOOL DISTRICTS SHOULD ESTABLISH THREE AREA VOCATIONAL SCHOOLS, (2) THE INTERMEDIATE DISTRICTS SHOULD CREATE AN OCCUPATIONAL COUNSELING PROGRAM FOR ADULTS, (3) SCHOOL DISTRICTS WITH ENROLLMENT UNDER 300 SHOULD NOT OPERATE VOCATIONAL PROGRAMS, BUT SHOULD UTILIZE THE SHARED-TIME PROGRAM WITH THE AREA VOCATIONAL SCHOOL, AND (4) NORTH CENTRAL MICHIGAN COLLEGE SHOULD DEVELOP DEGREE-LEVEL TECHNICAL AND SUBPROFESSIONAL CURRICULUMS THROUGH FORMATION OF A DIVISION OF TECHNICAL EDUCATION. (PS)

ED 011 285 VT 000 523

A STUDY OF VOCATIONAL AGRICULTURE IN THE SCHOOLS OF THE PHOENIX UNION HIGH SCHOOL SYSTEM.

BY- LANGBEHN, WILLIAM A.
NORTHERN ARIZONA UNIV., FLAGSTAFF
ARIZONA STATE EMPLOYMENT SERVICE, PHOENIX

PUB DATE JUL 66

EDRS PRICE MF-$0.18 HC-$3.48 87P.

DESCRIPTORS- *EDUCATIONAL OBJECTIVES, *EMPLOYMENT OPPORTUNITIES, *ENROLLMENT INFLUENCES, *PROGRAM EVALUATION, *VOCATIONAL AGRICULTURE, EDUCATIONAL NEEDS, FLAGSTAFF, HIGH SCHOOL GRADUATES, HIGH SCHOOL STUDENTS, OCCUPATIONAL SURVEYS, PHOENIX UNION HIGH SCHOOL DISTRICT, SLOW LEARNERS, STUDENT CHARACTERISTICS, VOCATIONAL FOLLOWUP, VOCATIONAL INTERESTS,

THE OBJECTIVES OF THE STUDY WERE TO (1) DETERMINE THE EFFECTIVENESS OF VOCATIONAL AGRICULTURE IN THE PHOENIX, ARIZONA, SCHOOLS, (2) IDENTIFY OCCUPATIONAL OPPORTUNITIES IN AGRICULTURE, (3) IDENTIFY ENROLLEE CHARACTERISTICS, (4) RECOMMEND VOCATIONAL AGRICULTURE OBJECTIVES AND CONTENT, (5) DETERMINE ENROLLMENT MOTIVES, AND (6) CHECK THE STATUS OF SLOW LEARNERS IN THE PROGRAM. THE STUDY INCLUDED A FOLLOWUP OF 58 FORMER ENROLLEES, AN OCCUPATIONAL OPPORTUNITY SURVEY, AN EXAMINATION OF STUDENT RECORDS FOR FORMER ENROLLEES, AND A 5 PERCENT SAMPLE OF CURRENT ENROLLEES IN NINE HIGH SCHOOLS TO COMPARE 36 FAMILY AND STUDENT CHARACTERISTICS, AND A VOCATIONAL INTERESTS SURVEY OF 80 STUDENTS IN THE PROGRAM. ALTHOUGH THE PROGRAM HAD NOT PLACED MANY IN AGRICULTURE AND THE ATTRITION RATE WAS HIGH, IT WAS EFFECTIVE IN FOSTERING EDUCATIONAL AND OCCUPATIONAL ASPIRATION IN STUDENTS. AGRICULTURAL EMPLOYMENT OPPORTUNITIES WERE DECLINING. THE FEW SLOW LEARNERS IN THE PROGRAM DID BETTER IN VOCATIONAL AGRICULTURE THAN IN OTHER SUBJECTS. STUDENT INTEREST IN VOCATIONAL AGRICULTURE WAS LIMITED. IT WAS RECOMMENDED THAT (1) MORE PRODUCTIVE STUDENT SELECTION TECHNIQUES BE INSTITUTED, (2) COUNSELORS BE BETTER INFORMED ABOUT THE PROGRAM, (3) MORE PUBLICITY BE GIVEN TO THE EARNINGS OF STUDENTS IN CONNECTION WITH THEIR PROJECTS, (4) EMPLOYMENT POTENTIAL BE STUDIED, (5) THE PROGRAM BE TAILORED TO NEEDS, AND (6) OPPORTUNITIES FOR COOPERATION WITH OTHER VOCATIONAL PROGRAMS BE STUDIED. (JM)

ED 011 286 VT 000 554

THE DEVELOPMENT OF A WORK ORIENTATION PROGRAM FOR HOME ECONOMICS RELATED OCCUPATIONS, 1964-1966.

BY- PETTERNAN, ELSIE
CONNECTICUT STATE DEPT. OF EDUCATION, HARTFORD

PUB DATE 65

EDRS PRICE MF-$0.09 HC-$1.80 45P.

DESCRIPTORS- *EMPLOYMENT OPPORTUNITIES, *OCCUPATIONAL HOME ECONOMICS, *PROGRAM DEVELOPMENT, *SECONDARY SCHOOLS, EDUCATIONAL OBJECTIVES, HARTFORD, OCCUPATIONAL SURVEYS, QUESTIONNAIRES, SOCIOECONOMIC INFLUENCES, SURVEYS,

THE PURPOSE OF THIS STUDY, WHICH IS A SUMMARY OF A DOCTORAL DISSERTATION, WAS TO DEVELOP A WORK ORIENTATION PROGRAM FOR HOME ECONOMICS-RELATED OCCUPATIONS IN CONNECTICUT. QUESTIONNAIRES WERE SENT TO 43 TEACHERS OF SUCH PROGRAMS IN THE UNITED STATES AND ALL RESPONDED, GIVING INFORMATION ABOUT THEIR OBJECTIVES, COURSES, TEACHERS' BACKGROUNDS, ENROLLMENT FACILITIES, AND RANKING NINE OBJECTIVES OF WORK ORIENTATION PROGRAMS. IN ADDITION, 66 TEACHERS IN CONNECTICUT WERE ASKED TO RANK THESE OBJECTIVES AT A CONFERENCE. BOTH GROUPS RANKED "TO ACHIEVE AN INTRODUCTION TO THE ACTIVITIES AND DEMANDS OF A WAGE-EARNING SITUATION," THE MOST IMPORTANT OBJECTIVE. THE MAJORITY OF THE PROGRAMS FOCUSED ON FOOD SERVICES WITH OTHERS IN HOMEMAKING SERVICES, HOSPITAL SERVICES, CLOTHING SERVICES, AND GENERAL SERVICE. INTERVIEWS WERE HELD WITH STATE EMPLOYMENT PERSONNEL TO DETERMINE AVAILABLE JOB OPPORTUNITIES. THERE WERE 8,000 HOME ECONOMICS-RELATED OCCUPATIONS THEN ON FILE IN CONNECTICUT EMPLOYMENT OFFICES. SOCIOECONOMIC INDEX SCORES FOR 169 COMMUNITIES IN CONNECTICUT WERE RANKED AND AVERAGED FOR EACH LABOR MARKET AREA. FOR SEVEN AREAS, THE HIGHER THEIR INDEX SCORES, THE MORE OPENINGS THERE WERE IN HOME ECONOMICS-RELATED OCCUPATIONS. THE AUTHOR CONCLUDED THAT THERE WAS JUSTIFICATION FOR THESE PROGRAMS IN CONNECTICUT. (HS)

ED 011 287 VT 000 798

PERSONNEL NEEDS AND SUPPLY IN VOCATIONAL TECHNICAL EDUCATION ABOVE LOCAL TEACHER LEVEL.

BY- STEVENSON, BILL W.
OKLAHOMA STATE UNIV., STILLWATER, AGRIC.-APPL.SCI.

PUB DATE 66

EDRS PRICE MF-$0.09 HC-$0.40 10P.

DESCRIPTORS- *EMPLOYMENT OPPORTUNITIES, *EMPLOYMENT TRENDS, *VOCATIONAL EDUCATION, AREA VOCATIONAL SCHOOLS, DOCTORAL DEGREES, GRADUATES, MASTERS DEGREES, NATIONAL SURVEYS, RESEARCH COORDINATING UNIT, RESEARCHERS, STILLWATER, SUPERVISORS, TEACHER EDUCATORS, VOCATIONAL DIRECTORS,

THE SUPPLY OF TRAINED PERSONNEL AT ALL EDUCATIONAL LEVELS MAY BE THE MOST CRITICAL LIMITING FACTOR IN MEETING THE DEMANDS NOW FACING VOCATIONAL EDUCATION. QUESTIONNAIRES WERE SENT TO STATE DEPARTMENTS OF VOCATIONAL EDUCATION AND TEACHER TRAINING DEPARTMENTS TO DETERMINE NEEDS FOR SUPERVISORS, RESEARCHERS, TEACHER TRAINERS, AND SUBJECT MATTER SPECIALISTS. AN ADDITIONAL INSTRUMENT WAS SENT TO TEACHER TRAINING DEPARTMENTS TO ASCERTAIN THE NUMBER OF GRADUATES AT THE MASTER'S AND DOCTORATE LEVEL. REPLIES WERE RECEIVED FROM 29 DEPARTMENTS OF VOCATIONAL EDUCATION (54 PERCENT) AND 170 TEACHER TRAINING DEPARTMENTS (36 PERCENT) REPRESENTING 111 INSTITUTIONS. A MAJOR FINDING WAS THAT 1,276 ADDITIONAL PERSONNEL WERE NEEDED AT THE STATE AND LOCAL LEVELS. CONCLUSIONS WERE--(1) THERE IS AN EXTREME SHORTAGE OF QUALIFIED PERSONNEL FOR LEADERSHIP POSITIONS IN VOCATIONAL EDUCATION, (2) THIS SHORTAGE WILL BECOME MORE SEVERE AS PRESENT PROGRAMS ARE EXPANDED AND NEW PROGRAMS ARE ADDED, AND (3) SOME PROGRAM OF LEADERSHIP DEVELOPMENT AND TRAINING MUST BE INITIATED IF VOCATIONAL EDUCATION IS TO FULFILL THE COMMITMENT OF THE VOCATIONAL EDUCATION ACT OF 1963. AN INTENSIFIED RECRUITMENT PROGRAM BY COLLEGES AND UNIVERSITIES AND BY STATE DEPARTMENTS OF VOCATIONAL EDUCATION SHOULD BE INITIATED TO INCREASE THE SUPPLY OF TRAINEES FOR VOCATIONAL EDUCATION POSITIONS AT THE LOCAL AND STATE LEVEL. (SL)

ED 011 288 VT 000 659

OUTLOOK BY DENVER AREA OCCUPATIONS. OCCUPATIONS IN COLORADO, PART II.

COLORADO STATE UNIV., FT. COLLINS

PUB DATE JUN 66

EDRS PRICE MF-$0.09 HC-$2.16 54P.

DESCRIPTORS- *EMPLOYMENT STATISTICS, *EMPLOYMENT TRENDS, *OCCUPATIONS, *SALARIES, CLERICAL OCCUPATIONS, EMPLOYMENT OPPORTUNITIES, FORT COLLINS, LABOR FORCE, PROFESSIONAL OCCUPATIONS, RESEARCH COORDINATING UNIT, SALES OCCUPATIONS, SEMISKILLED OCCUPATIONS, SEX (CHARACTERISTICS), SKILLED OCCUPATIONS, TECHNICAL OCCUPATIONS, WAGES,

EMPLOYMENT STATISTICS FOR 1960, ESTIMATED EMPLOYMENT FOR 1965 AND 1970, ESTIMATES OF ADDITIONAL WORKERS NEEDED BY 1970, AND SALARY INFORMATION ARE PROVIDED FOR A WIDE RANGE OF OCCUPATIONS IN THE DENVER AREA. DATA WERE OBTAINED FROM A DENVER STUDY, "JOBS AND THE FUTURE," BY ROBERT VAUGHAN OF THE MOUNTAIN STATES TELEPHONE CO., 1962, AND THE U.S. DEPARTMENT OF LABOR REPORTS. NATIONAL DATA ARE ALSO INCLUDED TO COMPARE THE LOCAL DENVER OCCUPATIONS OUTLOOK WITH THE NATION'S JOB STRUCTURE. INFORMATION IS INCLUDED FOR (1) PROFESSIONAL AND TECHNICAL OCCUPATIONS, FOR EXAMPLE, ACCOUNTANTS, ARCHITECTS, CHEMISTS AND NATURAL SCIENTISTS, PERSONNEL WORKERS, SURVEYORS, AND ELECTRICAL TECHNICIANS, (2) CLERICAL AND SALES OCCUPATIONS, FOR EXAMPLE, BOOKKEEPERS, CASHIERS, STENOGRAPHERS AND SECRETARIES, AND TYPISTS, AND (3) SKILLED AND SEMISKILLED OCCUPATIONS, FOR EXAMPLE, BOILERMAKERS, CARPENTERS, AND CABINETMAKERS, ELECTRICIANS, MECHANICS AND REPAIRMEN, PRINTING CRAFTSMEN, APPRENTICES, TRUCK DRIVERS, AND WELDERS. (PS)

ED 011 289 VT 000 907

A COMPARISON OF MAIL-TECHNIQUES FOR STIMULATING INTEREST IN OCCUPATIONAL EDUCATION RESEARCH.

By- BAILEY, WILLARD F., JR. MOSS, JEROME, JR.

MINNESOTA UNIV., MINNEAPOLIS

PUB DATE 66

EDRS PRICE MF-$0.09 HC-$0.76 19P.

DESCRIPTORS- *EDUCATIONAL RESEARCH, *INTEREST RESEARCH, *STIMULUS DEVICES, *TEACHER ATTITUDES, *VOCATIONAL EDUCATION, BIBLIOGRAPHIES, MINNEAPOLIS, PRACTICAL ARTS, QUESTIONNAIRES, RESEARCH COORDINATING UNIT, RESEARCH PROBLEMS, SURVEYS,

THE STUDY COMPARED THE EFFECTIVENESS OF THREE MAILING TECHNIQUES FOR STIMULATING THE INTEREST OF PERSONS WHO HAD PREVIOUSLY BEEN IDENTIFIED AS UNINTERESTED IN CONDUCTING OCCUPATIONAL EDUCATIONAL RESEARCH. THE SAMPLE CONSISTED OF 4,222 TEACHERS IN PRACTICAL ARTS, VOCATIONAL AND TECHNICAL EDUCATION, AND COUNSELING AND GUIDANCE. THE AUTHORS HYPOTHESIZED THAT AN INDIVIDUAL MIGHT BECOME INTERESTED IN RESEARCH BECAUSE OF HIS DESIRE FOR PRESTIGE AND PROFESSIONAL ADVANCEMENT OR BECAUSE OF HIS INTELLECTUAL CONCERN ABOUT A SPECIFIC PROBLEM, ESPECIALLY IF RESEARCHABLE PROBLEMS WERE MADE MORE SALIENT, VISIBLE, TANGIBLE, AND SIGNIFICANT. ONE OF THE FOLLOWING WAS MAILED TO THE SAMPLE--(1) A BIBLIOGRAPHY OF OCCUPATIONAL EDUCATION STUDIES BEING PROPOSED, IN PROGRESS, OR COMPLETED SINCE 1963 IN MINNESOTA, (2) A LIST OF OCCUPATIONAL EDUCATION PROBLEMS AND PROBLEM AREAS CONSIDERED SIGNIFICANT, OR (3) BOTH THE BIBLIOGRAPHY AND THE PROBLEM LIST. A COVER LETTER AND A QUESTIONNAIRE WERE INCLUDED IN EACH. THE QUESTIONNAIRE WAS RETURNED BY 136 PERSONS. SAMPLE MEMBERS WERE GROUPED ACCORDING TO SCHOOLS WHICH WERE CLASSIFIED AS HAVING A POSITIVE OR INDIFFERENT RESEARCH ATMSOPHERE. PERSONS EMPLOYED IN SCHOOLS WITH AN INDIFFERENT RESEARCH ATMOSPHERE RESPONDED BEST IN THE COMBINATION TREATMENT. THOSE EMPLOYED IN A POSITIVE RESEARCH ATMOSPHERE RESPONDED BEST TO THE PROBLEM LIST TREATMENT. (PS)

ED 011 290 VT 000 908

ESTIMATING THE HUMAN RESOURCES FOR RESEARCH IN OCCUPATIONAL EDUCATION IN MINNESOTA.

By- PUCEL, DAVID J. AND OTHERS

MINNESOTA UNIV., MINNEAPOLIS

PUB DATE 66

EDRS PRICE MF-$0.09 HC-$0.96 24P.

DESCRIPTORS- *ADMINISTRATOR ATTITUDES, *EDUCATIONAL RESEARCH, *TEACHER ATTITUDES, *VOCATIONAL EDUCATION, COUNSELORS, EDUCATIONAL PROGRAMS, INTEREST RESEARCH, MINNEAPOLIS, PRACTICAL ARTS, QUESTIONNAIRES, RESEARCH SKILLS, SURVEYS, TEACHERS,

ONE SURVEY IDENTIFIES EDUCATORS IN MINNESOTA WHO ARE INTERESTED IN CONDUCTING OR RECEIVING TRAINING FOR RESEARCH IN OCCUPATIONAL EDUCATION AND ESTIMATES THEIR PRESENT LEVEL OF RESEARCH COMPETENCE. A SECOND SURVEY IDENTIFIES THE EDUCATIONAL ADMINISTRATORS IN THE STATE WHO HAVE SUPPORTIVE ATTITUDES TOWARD THEIR STAFF'S PARTICIPATION IN OCCUPATIONAL EDUCATION RESEARCH. QUESTIONNAIRES WERE MAILED TO 5,441 PERSONS -- (1) ALL THE VOCATIONAL AND PRACTICAL ARTS EDUCATORS AND GUIDANCE COUNSELORS IN THE STATE AT THE JUNIOR, SENIOR, AND POST HIGH SCHOOL LEVEL, AND (2) EDUCATORS IN RELATED FIELDS IN COLLEGES. OF THIS GROUP, 454 (8.2 PERCENT) EXPRESSED AN INTEREST IN RESEARCH, AND 410 EXPRESSED A DESIRE TO RECEIVE ADDITIONAL RESEARCH TRAINING. OF THOSE WHO EXPRESSED AN INTEREST, 48 PERCENT HAD ADEQUATE RESEARCH EXPERIENCE. THE MOST INTERESTED PERSONS WERE IN INDUSTRIAL ARTS, GUIDANCE, AND BUSINESS AND DISTRIBUTIVE EDUCATION. THE POPULATION OF THE SECOND SURVEY CONSISTED OF SUPERINTENDENTS, PRINCIPALS, DIRECTORS, DEANS, AND DEPARTMENT HEADS (648 OF 1,186 RESPONDED). APPROXIMATELY 54 PERCENT OF THE EDUCATIONAL ADMINISTRATORS HAD SUPPORTIVE ATTITUDES TOWARD RESEARCH IN OCCUPATIONAL EDUCATION. THEY PERCEIVED THE AVAILABILITY OF LOCAL SUPPORT AS THE MAJOR OBSTACLE FOR INITIATING OCCUPATIONAL EDUCATION RESEARCH PROJECTS. (PS)

ED 011 291 VT 001 260

PROBLEMS OF IMPLEMENTING AGRICULTURAL OCCUPATIONS PROGRAMS IN TWENTY-EIGHT SELECTED VOCATIONAL AGRICULTURE DEPARTMENTS.

By- DUPY, CLEO A. HULL, WILLIAM L.

OKLAHOMA STATE UNIV., STILLWATER, AGRIC.-APPL.SCI.

REPORT NUMBER RB-8 PUB DATE OCT 66

EDRS PRICE MF-$0.09 HC-$1.04 28P.

DESCRIPTORS- *COOPERATIVE EDUCATION, *OFF FARM AGRICULTURAL OCCUPATIONS, *PROBLEMS, *PROGRAM DEVELOPMENT, *VOCATIONAL AGRICULTURE, EDUCATIONAL RESEARCH, INSERVICE TEACHER EDUCATION, RESEARCH COORDINATING UNIT, STILLWATER,

MIGRATION FROM RURAL TO URBAN AREAS AND THE SHIFT IN LEGISLATIVE EMPHASIS FROM FARMING TO OFF-FARM AGRICULTURAL OCCUPATIONS PROMPTED THE OPERATION OF A SUMMER INSERVICE TEACHER EDUCATION INSTITUTE ON OFF-FARM AGRICULTURAL OCCUPATIONS FOR 30 VOCATIONAL AGRICULTURE TEACHERS. THE IDENTIFICATION OF PROBLEM AREAS DURING THE INSTITUTE RESULTED

IN THIS STUDY TO--(1) COMPARE SCHOOLS WHICH OFFERED SEPARATE OCCUPATIONS CLASSES WITH THOSE THAT INTEGRATED THE OCCUPATIONAL EXPERIENCE STUDENTS INTO TRADITIONAL CLASSES, AND (2) IDENTIFIED DIFFICULTIES IN SECURING STUDENT TRAINING STATIONS AND ADMINISTRATIVE APPROVAL. DATA WERE COLLECTED BY USING STRUCTURED INTERVIEW SCHEDULES WITH 28 OF THE 30 TEACHERS WHO ATTENDED THE INSTITUTE. TEACHERS RANKED PROBLEMS IN THE FOLLOWING ORDER--(1) SECURING TRAINING STATIONS, (2) SECURING STUDENTS, AND (3) SECURING ADMINISTRATIVE APPROVAL. TEACHER INITIATIVE WAS THE MOST IMPORTANT FACTOR IN SECURING TRAINING STATIONS. OTHER SCHOOL ACTIVITIES INTERFERED MOST IN SECURING STUDENTS. THE GREATEST PROBLEM IN SECURING ADMINISTRATIVE APPROVAL WAS IN ARRANGING SCHOOL SCHEDULES SO THAT STUDENTS COULD PARTICIPATE IN THE PROGRAM. MULTIPLE TEACHER DEPARTMENTS WITH LARGER ENROLLMENTS PLACED MORE STUDENTS IN TRAINING STATIONS. (JM)

ED 011 292 VT 001 560

MICHIGAN VOCATIONAL-TECHNICAL EDUCATION R AND D NEEDS SURVEY. FINAL REPORT.

MICHIGAN STATE BOARD OF EDUCATION, LANSING

PUB DATE 66

EDRS PRICE MF-$0.09 HC-$0.76 19P.

DESCRIPTORS- *RESEARCH PROBLEMS, *VOCATIONAL EDUCATION, ADMINISTRATION, COMMUNICATION (THOUGHT TRANSFER), CURRICULUM DEVELOPMENT, DISADVANTAGED YOUTH, HANDICAPPED, LANSING, OCCUPATIONAL GUIDANCE, RESEARCH COORDINATING UNIT, RESEARCHERS, STUDENT MOTIVATION, SURVEYS, TEACHER EDUCATION, VOCATIONAL FOLLOWUP,

A SURVEY WAS CONDUCTED TO IDENTIFY NEEDED VOCATIONAL AND TECHNICAL RESEARCH AND DEVELOPMENT ACTIVITIES AND TO DETERMINE PRIORITIES FOR THESE ACTIVITIES. A LIST OF 83 ITEMS WAS DEVELOPED FROM THE MICHIGAN DEPARTMENT OF EDUCATION "RESEARCH BULLETIN," NO. 703, TOPICS SUGGESTED AT AN ARIZONA CONFERENCE, AND PERSONAL CONTACTS WITH VOCATIONAL EDUCATORS. THE LIST WAS REFINED BY THE DIVISION OF VOCATIONAL EDUCATION STAFF TO INCLUDE 79 ITEMS. LOCAL DISTRICT VOCATIONAL EDUCATION DIRECTORS, INTERMEDIATE DISTRICT RESEARCH STAFFS, DISTRICT RESEARCH STAFFS, COMMUNITY COLLEGE STAFFS AND TEACHER EDUCATORS RETURNED 190 OF 235 OPINIONNAIRES AFTER RATING EACH ITEM ON A FIVE-POINT SCALE. ALL 53 ITEMS RANKING HIGH BY THESE GROUPS ARE INCLUDED IN THE REPORT IN RANK ORDER UNDER THE CATEGORIES--(1) CURRICULUM DEVELOPMENT, (2) COMMUNICATIONS, (3) MOTIVATION, (4) TEACHER EDUCATION, (5) COUNSELING, PLACEMENT AND FOLLOWUP, (6) PERSONS WITH SPECIAL NEEDS, (7) ADMINISTRATION, AND (8) GENERAL COMMENTS. RESPONDENTS IDENTIFIED 47 ADDITIONAL ITEMS CONSIDERED BY THEM AS WORTHY FOR RESEARCH OR DEVELOPMENT. HIGH PRIORITY ITEMS ARE BEING RECOMMENDED FOR PROPOSAL DEVELOPMENT AND FUNDING. (JM)

ED 011 293 VT 001 570

RESEARCH IN HOME ECONOMICS GAINFUL EMPLOYMENT, FIVE PILOT PROJECTS IN MISSISSIPPI, 1965-66. PRELIMINARY REPORT NUMBER 15.

BY- WITT, MILDRED R. WALL, JAMES E.

MISSISSIPPI STATE UNIV., STATE COLLEGE

REPORT NUMBER PR-15 PUB DATE DEC 66

MISSISSIPPI STATE DEPT. OF EDUCATION, JACKSON

EDRS PRICE MF-$0.09 HC-$1.40 35P.

DESCRIPTORS- *OCCUPATIONAL HOME ECONOMICS, *PILOT PROJECTS, *PROGRAM DEVELOPMENT, JACKSON, PROGRAM EVALUATION, RECORDS (FORMS), RESEARCH COORDINATING UNIT,

PROJECTS FOR TRAINING PERSONS FOR WAGE EARNING OCCUPATIONS REQUIRING HOME ECONOMICS COMPETENCIES WERE CONDUCTED TO OBTAIN DIRECTION AND GUIDELINES FOR SIMILAR CLASSES IN MISSISSIPPI. SPECIFIC OBJECTIVES WERE TO--(1) EXPLORE VARIOUS PROCEDURES FOR ORGANIZING CLASSES IN LOCAL COMMUNITIES, (2) SECURE INFORMATION ON LOCAL EMPLOYMENT OPPORTUNITIES, (3) EXPLORE POSSIBILITIES FOR JOB PLACEMENT AND FOLLOWUP OF TRAINEES, (4) DEVELOP CURRICULUM MATERIALS IN CHILD CARE, CLOTHING, FAMILY, AND FOOD SERVICES, AND (5) PROVIDE AN OPPORTUNITY FOR STUDENT TEACHERS TO OBSERVE THESE PROGRAMS. PROGRAMS WERE OFFERED IN FOOD SERVICES, CLOTHING SERVICES, CHILD CARE SERVICES, FAMILY SERVICES, AND ASSISTANT HOMEMAKING SERVICES. THEY WERE SPONSORED BY THE FIVE STATE COLLEGES WITH TEACHER EDUCATION PROGRAMS IN HOME ECONOMICS. THE 101 TRAINEES WERE FROM 18 TO 61 YEARS OF AGE, AND INCLUDED PERSONS ALREADY EMPLOYED BUT WANTING TO UPGRADE THEIR SKILLS. CURRICULUM MATERIALS WERE DEVELOPED IN FOUR AREAS. THE PROJECTS INDICATED THAT THE PROGRAM MUST BE FLEXIBLE AND THAT QUALIFIED INSTRUCTORS MUST BE AVAILABLE. THE INVESTIGATOR RECOMMENDED THAT THE CLASSES BE CONTINUED WHERE NEEDED, JOB ANALYSIS SHOULD PRECEDE THE CLASSES, AND WORK EXPERIENCE SHOULD BE REQUIRED. OTHER RECOMMENDATIONS WERE MADE AND GUIDELINES WERE ESTABLISHED. FORMS USED IN THE PROGRAM ARE INCLUDED. (MS)

ED 011 294 VT 001 600

STATE BOARD FOR VOCATIONAL EDUCATION STUDENT FOLLOW-UP RESEARCH PROPOSAL.

BY- HAILEY, PATRICK J.

WASHINGTON OFF. STATE SUPT. PUB. INSTR., OLYMPIA

PUB DATE AUG 66

EDRS PRICE MF-$0.09 HC-$0.88 22P.

DESCRIPTORS- *HIGH SCHOOL GRADUATES, *VOCATIONAL EDUCATION, *VOCATIONAL FOLLOWUP, RECORDS (FORMS),

THE PURPOSE OF THE PROPOSAL WAS TO DEVELOP A SYSTEM WHICH WOULD EFFICIENTLY FOLLOWUP STUDENTS WITH VOCATIONAL PREPARATORY TRAINING. THE RESULTS WOULD GIVE THE FEDERAL, STATE, AND LOCAL SCHOOL ADMINISTRATORS FACTUAL INFORMATION ON THE PRODUCTIVENESS OF VOCATIONAL COURSES, AND IT WOULD INDICATE WHETHER THE STUDENT WAS EMPLOYED IN THE OCCUPATION FOR WHICH HE WAS TRAINED. STEPS ARE OUTLINED FOR A FOLLOWUP SYSTEM DESIGNED TO -- (1) GENERATE A HIGH PERCENTAGE OF RESPONSE, (2) PERMIT EASE OF ADMINISTRATION AT THE SCHOOL AND INSTRUCTOR LEVELS, (3) CAPTURE THE NECESSARY DATA WITH WHICH TO MAKE VALID STATISTICAL REPORTS AND STUDIES ON THE EFFECTIVENESS OF VOCATIONAL PREPARATORY TRAINING. THE SYSTEM WOULD USE BOTH PSYCHOLOGICAL AND MECHANICAL METHODS OF ENCOURAGING VOLUNTARY RESPONSE FROM THE FORMER STUDENT, AND IS DESIGNED TO SIMPLIFY THE PAPER WORK AND THE ACTUAL FOLLOWUP ACTIVITIES AT THE SCHOOL. A LIST OF SOME OF THE QUESTIONS WHICH THE FOLLOWUP STUDY COULD ANSWER, SUGGESTED USES OF THE STUDY, GENERAL FLOW CHART, TIMETABLE, AND SAMPLE INFORMATION FORMS ARE INCLUDED. (SL)

ED 011 295 VT 001 626

TEACHER PERCEPTION OF PRINCIPALS' VIEWS ON VOCATIONAL EDUCATION.

By- MILLER, TEXTON R.
NORTH CAROLINA UNIV., RALEIGH, N.C. STATE UNIV.

REPORT NUMBER RS-1 PUB DATE 66
EDRS PRICE MF-$0.09 HC-$1.16 29P.

DESCRIPTORS- *ADMINISTRATOR ATTITUDES, *PRINCIPALS, *TEACHER ATTITUDES, *VOCATIONAL AGRICULTURE TEACHERS, *VOCATIONAL EDUCATION, ADMINISTRATOR ROLE, ADOPTION (IDEAS), RALEIGH, RESEARCH COORDINATING UNIT, SUPERVISED FARM PRACTICE, VOCATIONAL AGRICULTURE,

THE PRIMARY PURPOSES OF THE STUDY WERE--(1) TO DESCRIBE AND COMPARE TEACHERS' VIEWS AND THE TEACHERS' PERCEPTIONS OF THEIR PRINCIPALS' VIEWS TOWARD VOCATIONAL AGRICULTURE PROGRAMS, SUPERVISED PRACTICE PROGRAMS, AND VOCATIONAL EDUCATION GENERALLY, AND (2) TO DETERMINE IF THERE IS A RELATIONSHIP BETWEEN TEACHERS' ATTITUDES AND TEACHER ADOPTION OF A NEW CONCEPT OF SUPERVISED PRACTICE. DATA WERE OBTAINED THROUGH PERSONAL INTERVIEWS OF 47 NORTH CAROLINA TEACHERS OF VOCATIONAL AGRICULTURE. CONCLUSIONS WERE--(1) ATTITUDES OF TEACHERS WERE MORE POSITIVE TOWARD VOCATIONAL EDUCATION THAN THE VIEWS THEY PERCEIVED FOR THEIR PRINCIPALS, (2) VIEWPOINTS OF PRINCIPALS WERE SEEN BY TEACHERS AS VERY FAVORABLE TOWARD VOCATIONAL AGRICULTURE, SUPERVISED PRACTICE, AND VOCATIONAL EDUCATION GENERALLY, AND (3) THERE WAS NO EVIDENCE THAT THE DIFFERENCES IN TEACHER-PRINCIPAL VIEWPOINTS AS PERCEIVED BY THE TEACHERS WERE ASSOCIATED WITH THE LEVELS OF TEACHER ADOPTION OF THE NEW CONCEPT OF SUPERVISED PRACTICE. (PS)

ED 011 296 VT 001 733

VOCATIONAL CORE PROGRAM.

By- MANZANARES, JESS BARNES, BILL
NEW MEXICO STATE DEPT. OF EDUCATION, SANTA FE

PUB DATE 66
EDRS PRICE MF-$0.09 HC-$0.80 20P.

DESCRIPTORS- *DISADVANTAGED YOUTH, *STUDENT REHABILITATION, *WORK EXPERIENCE PROGRAMS, ADMISSION CRITERIA, HIGH SCHOOL STUDENTS, HOBBS, JUNIOR HIGH SCHOOLS, RESEARCH COORDINATING UNIT, SANTA FE, SENIOR HIGH SCHOOLS, VOCATIONAL EDUCATION,

A 10-YEAR PROGRAM FOR DISADVANTAGED YOUTHS IS DESCRIBED. ITS OBJECTIVES WERE TO--(1) MEET THE NEEDS OF STUDENTS WHO HAVE NO INTEREST IN OR ABILITY TO ADAPT TO A REGULAR SCHOOL PROGRAM, (2) RELIEVE THE CLASSROOM TEACHER OF DISCIPLINE PROBLEMS WHICH BECOME TIME CONSUMING TO THE POINT THAT OTHER CLASS MEMBERS ARE PENALIZED, AND (3) ESTABLISH A FLEXIBLE SCHOOL PROGRAM WHICH INCLUDES ACTIVITIES BOTH IN AND OUT OF THE REGULAR SCHOOL DAY. CRITERIA FOR STUDENT SELECTION INCLUDED (1) POOR GENERAL ATTITUDE, (2) LACK OF INTEREST IN THE REGULAR CURRICULUM, (3) CHRONIC MISBEHAVIOR, (4) PETTY CRIMINAL ACTIVITIES, (5) INCORRIGIBLE TRUANCY, (6) INABILITY TO GET ALONG WITH OTHER PEOPLE, AND (7) DROPOUT POTENTIAL. SCHEDULING WAS DONE ON AN INDIVIDUAL BASIS BY THE VOCATIONAL CORE TEACHER. STUDENTS WERE ENCOURAGED TO PARTICIPATE IN A WORK EXPERIENCE PROGRAM AND TAKE COURSES WHICH THEY WANTED TO TAKE AND IN WHICH THEY MIGHT SUCCEED. THE PROGRAM OPERATES AT THE JUNIOR AND SENIOR HIGH SCHOOL LEVEL. JUNIOR HIGH STUDENTS RECEIVED CREDIT AS RECOMMENDED BY THE VOCATIONAL CORE TEACHER AND AT THE SENIOR HIGH LEVEL, THE PRINCIPAL COOPERATED IN THIS RECOMMENDATION. THE STUDENT MAY TRANSFER TO THE REGULAR CURRICULUM AT WILL. EXTENSIVE INDIVIDUAL COUNSELING IS DONE BY THE VOCATIONAL CORE TEACHER. (EM)

ED 011 297 VT 001 738

A STUDY OF THE DIFFUSION PROCESS OF VOCATIONAL EDUCATION INNOVATIONS.

MICHIGAN STATE BOARD OF EDUCATION, LANSING

PUB DATE 67
EDRS PRICE MF-$0.09 HC-$2.16 54P.

DESCRIPTORS- *ADOPTION (IDEAS), *DIFFUSION (IDEAS), *INFORMATION DISSEMINATION, *INNOVATION, *VOCATIONAL EDUCATION, BUSINESS EDUCATION, COMMUNICATION (THOUGHT TRANSFER), HIGH SCHOOLS, HOME ECONOMICS EDUCATION, LANSING, QUESTIONNAIRES, RESEARCH COORDINATING UNIT, SURVEYS, TRADE AND INDUSTRIAL EDUCATION, VOCATIONAL AGRICULTURE,

THE MAIN OBJECTIVE OF THE STUDY WAS TO IDENTIFY A COMMUNICATION NETWORK, IF ONE EXISTED, WHICH COULD BE USED TO SHORTEN THE TIME LAG IN ADOPTING EDUCATIONAL INNOVATIONS IN VOCATIONAL EDUCATION. FIVE RELATIVELY NEW PRACTICES IDENTIFIED IN EACH OF THE VOCATIONAL SERVICE AREAS WERE SURVEYED. QUESTIONNAIRES WERE SENT TO ALL SCHOOLS IN MICHIGAN HAVING REIMBURSABLE VOCATIONAL EDUCATION PROGRAMS, AND RESPONSES WERE RECEIVED FROM 110 OF THE 205 SCHOOLS WITH PROGRAMS IN AGRICULTURE, 265 OF THE 600 WITH PROGRAMS IN BUSINESS, 280 OF THE 600 WITH PROGRAMS IN HOME ECONOMICS, AND 100 OF THE 69 WITH PROGRAMS IN TRADE AND INDUSTRY. THE FOLLOWING DATA WERE ANALYZED FOR EACH SERVICE AREA--(1) THE TIME OF ADOPTION OF THE PRACTICES SURVEYED, (2) PERCENTAGE OF SCHOOLS WHICH HAD HEARD ABOUT THE PRACTICES, ADOPTED THE PRACTICES, AND HAD BEEN OBSERVED BY OTHERS, (3) PATTERNS OF VISITATION NETWORKS, (4) SOURCES OF INFLUENCE USED IN ADOPTING EACH PRACTICE SUCH AS JOURNALS AND CONFERENCES, (5) LIST OF PRACTICES OBSERVED IN OTHER SCHOOLS, (6) NEW PRACTICES BEING TRIED, (7) NEW IDEAS IN THE FIELD, AND (8) DISCONTINUED PRACTICES. (PS)

ED 011 298 VT 001 744

ANNUAL ESTIMATED REPLACEMENT FARMER OPPORTUNITIES IN NEBRASKA.

By- GENEREUX, DOUGLAS G.
NEBRASKA UNIV., LINCOLN

PUB DATE MAR 67
CONTRACT OEC-3-85-127
EDRS PRICE MF-$0.09 HC-$0.36 14P.

DESCRIPTORS- *EMPLOYMENT OPPORTUNITIES, *FARM OCCUPATIONS, *FARMERS, *RURAL YOUTH, EMPLOYMENT TRENDS, LINCOLN, MALES,

AN ESTIMATE OF ANNUAL FARMER REPLACEMENT NEEDS IN THE 93 COUNTIES OF NEBRASKA WAS COMPUTED BY A FORMULA DEVELOPED BY CLARENCE BUNDY AT IOWA STATE UNIVERSITY AND APPLIED TO CENSUS DATA. THE FORMULA WAS USED TO DETERMINE THE NUMBER OF FARMER RETIREMENTS, OR FARMERS LEAVING FARMING, AND FARM CONSOLIDATION RATES. ACCORDING TO THE ESTIMATES, 951 FARMING OPPORTUNITIES WOULD BE AVAILABLE ANNUALLY TO 34.9 PERCENT OF THE ESTIMATED 2,725 17-YEAR-OLD RURAL MALES IN NEBRASKA IN 1969. FARMING OPPORTUNITIES ESTIMATES RANGED FROM 31.4 PERCENT IN KNOX COUNTY TO 18.0 PERCENT IN DOUGLAS COUNTY WITH

AN AVERAGE OF 10.2 OPPORTUNITIES FOR EACH OF THE COUNTIES. THE GREATEST NEED FOR REPLACEMENTS EXISTED IN THE EASTERN AND CENTRAL SECTIONS OF THE STATE. (JM)

ED 011 299 VT 001 750

A CONTINUATION OF THE 1963 HIGH SCHOOL GRADUATES FOLLOW-UP STUDY.

COLORADO STATE UNIV., FT. COLLINS

PUB DATE SEP 66

EDRS PRICE MF-$0.18 HC-$2.40 60P.

DESCRIPTORS- *COLLEGE ATTENDANCE, *EMPLOYMENT PATTERNS, *GRADUATE SURVEYS, *HIGH SCHOOL GRADUATES, *STUDENT CHARACTERISTICS, FORT COLLINS, RESEARCH COORDINATING UNIT, VOCATIONAL EDUCATION, VOCATIONAL INTERESTS,

A SAMPLE OF COLORADO HIGH SCHOOL STUDENTS GRADUATING IN 1963 WAS SURVEYED 2 YEARS AFTER GRADUATION. THE SAMPLE WAS DIVIDED INTO FOUR GROUPS WHICH CHARACTERIZED THE GRADUATES POST HIGH SCHOOL ACTIVITIES--(1) 123 WENT DIRECTLY TO SCHOOL, (2) 84 WENT DIRECTLY TO WORK, (3) 83 WENT TO SCHOOL AND THEN TO WORK, AND (4) 59 WENT TO WORK AND THEN TO SCHOOL. DATA WERE ANALYZED FOR EACH GROUP ACCORDING TO--(1) AGE, SEX, EDUCATION, MOBILITY, MARITAL STATUS, HIGH SCHOOL CURRICULUM, FATHER'S OCCUPATION, (2) NUMBER OF JOBS HELD, FULL OR PART-TIME NATURE OF THE JOBS, TYPE OF INDUSTRY, TYPE OF JOB, REASONS FOR LEAVING THE JOB, (3) NUMBER OF SCHOOLS ATTENDED, TYPE OF SCHOOL, MAJOR, LENGTH OF TIME AT SCHOOL, AND REASONS FOR LEAVING, AND (4) THE INTERESTS AND ATTITUDES OF THE GRADUATES TOWARD VOCATIONAL EDUCATION. SUBJECTS WHOSE FATHERS WERE EMPLOYED IN SKILLED AND SEMISKILLED OCCUPATIONS HAD MORE INTEREST IN VOCATIONAL TRAINING, AND LESS INTEREST IN HIGHER EDUCATION THAN THEIR COUNTERPARTS IN THE PROFESSIONAL GROUP. HOWEVER, 58.4 PERCENT OF THIS GROUP AND 74.1 PERCENT OF THE GROUP WHOSE FATHERS WERE PROFESSIONS DESIRED A COLLEGE EDUCATION. (PS)

ED 011 300 VT 001 757

PRIORITY PROBLEMS IN VOCATIONAL EDUCATION FOR THE NATION'S BIG CITIES, RESEARCH TRAINING INSTITUTE (DENVER, DECEMBER 5-9, 1966).

BY- CHRISTENSEN, VIRGIL E. AND OTHERS

OHIO STATE UNIV., COLUMBUS, CTR. VOC. AND TECH. ED

PUB DATE 67

GRANT OEG-3-7-070402-1616

EDRS PRICE MF-$0.09 HC-$1.68 42P.

DESCRIPTORS- *EDUCATIONAL RESEARCH, *RESEARCH METHODOLOGY, *RESEARCH PROBLEMS, *VOCATIONAL EDUCATION, ADMISSION CRITERIA, ATTITUDES, CAREER CHOICE, CITY PROBLEMS, COLUMBUS, CURRICULUM, DENVER, HIGH SCHOOL STUDENTS, OCCUPATIONAL GUIDANCE, SCHOOL COMMUNITY RELATIONSHIP, STATUS, TEACHER EDUCATION, VOCATIONAL INTERESTS, WORK EXPERIENCE,

THE STATEMENT OF THE PROBLEM FOR VOCATIONAL EDUCATION, THE PURPOSES AND OBJECTIVES, THE PROCEDURES NEEDED TO ACHIEVE THE OBJECTIVES, RESOURCES (LEADERSHIP, INSTITUTIONS, SOURCES OF FUNDS), AND EXPECTED RESULTS ARE OUTLINED FOR 10 PROPOSED RESEARCH STUDIES--(1) "DESIGN FOR CAREER CHOICE," (2) "EARLY IDENTIFICATION AND SELECTION PROCEDURES TO ASSURE A GREATER DEGREE OF SUCCESS IN SECONDARY VOCATIONAL PROGRAMS," (3) "USING OCCUPATIONAL TASKS AS A VEHICLE FOR FACILITATING BASIC EDUCATION AND OCCUPATIONAL LEARNING," (4) "THE PROBLEM OF FINDING PROPERLY SUPERVISED WORK EXPERIENCE SITUATIONS FOR STUDENTS NOT PREPARED FOR O.V.T. PROGRAMS," (5) "MOTIVATION OF STUDENTS IN DEVELOPING ATTITUDES TOWARD VOCATIONAL GOALS," (6) "THE RELATIONSHIP OF IMAGE TO CHOICE OF A VOCATIONAL PROGRAM, PERFORMANCE IN THAT PROGRAM, AND PERFORMANCE IN THE FIELD," (7) "A SURVEY TO DETERMINE THE ATTITUDES OF SELECT GROUPS IN REGARDS TO VOCATIONAL TECHNICAL EDUCATION," (8) "IDENTIFICATION AND LOCATION OF LOW STATUS ATTITUDES AFFECTING DECISION MAKING IN VOCATIONAL EDUCATION," (9) "DEVELOPMENT OF REALISTIC UNDERSTANDING WITHIN THE COMMUNITY CONCERNING VOCATIONAL EDUCATION," AND (10) "OUTLINE OF PRESERVICE TRAINING." (SL)

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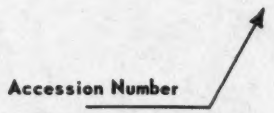

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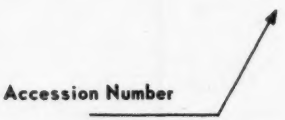

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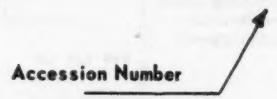

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PROJECT RESUMES

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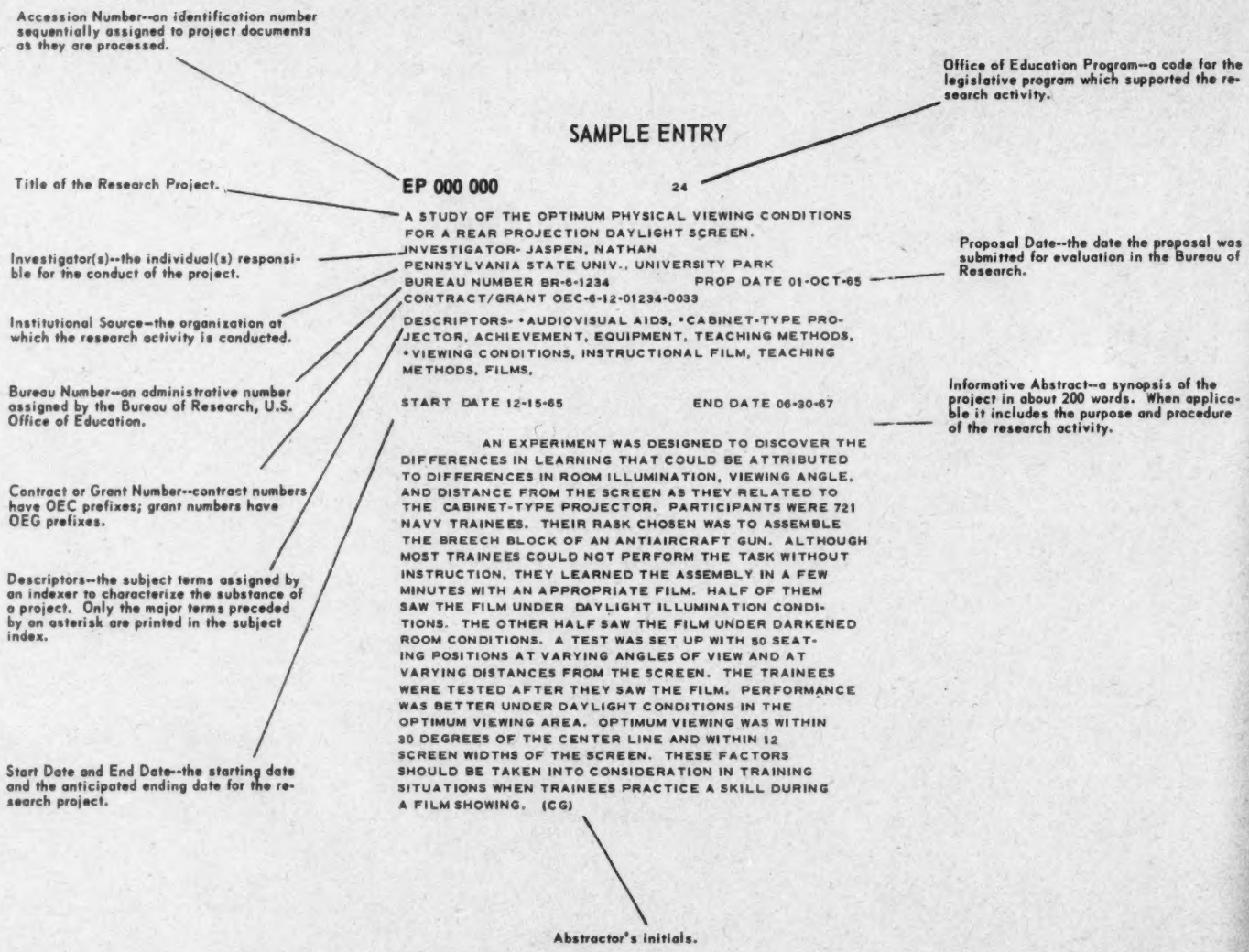
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INVESTIGATOR- JASPEN, NATHAN
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PENNSYLVANIA STATE UNIV., UNIVERSITY PARK
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DESCRIPTORS- *AUDIOVISUAL AIDS, *CABINET-TYPE PROJECTOR, ACHIEVEMENT, EQUIPMENT, TEACHING METHODS, *VIEWING CONDITIONS, INSTRUCTIONAL FILM, TEACHING METHODS, FILMS,
Start Date and End Date--the starting date and the anticipated ending date for the research project.
START DATE 12-15-65
END DATE 06-30-67
Informative Abstract--a synopsis of the project in about 200 words. When applicable it includes the purpose and procedure of the research activity.
AN EXPERIMENT WAS DESIGNED TO DISCOVER THE DIFFERENCES IN LEARNING THAT COULD BE ATTRIBUTED TO DIFFERENCES IN ROOM ILLUMINATION, VIEWING ANGLE, AND DISTANCE FROM THE SCREEN AS THEY RELATED TO THE CABINET-TYPE PROJECTOR. PARTICIPANTS WERE 721 NAVY TRAINEES. THEIR RASK CHOSEN WAS TO ASSEMBLE THE BREECH BLOCK OF AN ANTIAIRCRAFT GUN. ALTHOUGH MOST TRAINEES COULD NOT PERFORM THE TASK WITHOUT INSTRUCTION, THEY LEARNED THE ASSEMBLY IN A FEW MINUTES WITH AN APPROPRIATE FILM. HALF OF THEM SAW THE FILM UNDER DAYLIGHT ILLUMINATION CONDITIONS. THE OTHER HALF SAW THE FILM UNDER DARKENED ROOM CONDITIONS. A TEST WAS SET UP WITH 50 SEATING POSITIONS AT VARYING ANGLES OF VIEW AND AT VARYING DISTANCES FROM THE SCREEN. THE TRAINEES WERE TESTED AFTER THEY SAW THE FILM. PERFORMANCE WAS BETTER UNDER DAYLIGHT CONDITIONS IN THE OPTIMUM VIEWING AREA. OPTIMUM VIEWING WAS WITHIN 30 DEGREES OF THE CENTER LINE AND WITHIN 12 SCREEN WIDTHS OF THE SCREEN. THESE FACTORS SHOULD BE TAKEN INTO CONSIDERATION IN TRAINING SITUATIONS WHEN TRAINEES PRACTICE A SKILL DURING A FILM SHOWING. (CG)
Abstractor's initials.

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SPECIAL EDUCATION INSTRUCTIONAL MATERIALS CENTER.
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KANSAS UNIV., LAWRENCE
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DESCRIPTORS- *CURRICULUM DEVELOPMENT, *HANDICAPPED CHILDREN, *INSTRUCTIONAL MATERIALS, *INSTRUCTIONAL MATERIALS CENTERS, *SPECIAL EDUCATION, CLEARINGHOUSES, INFORMATION DISSEMINATION, INSTRUCTIONAL TECHNOLOGY, LAWRENCE, REGIONAL PROGRAMS,

START DATE 03-15-67 END DATE 03-14-71

THE PURPOSE OF THIS PROJECT IS TO (1) ESTABLISH A REGIONAL INSTRUCTIONAL MATERIALS CENTER TO SERVE BOTH INDIVIDUALS AND PROGRAMS COMMITTED TO THE EDUCATION OF THE HANDICAPPED, (2) GENERATE INTEREST IN AND DISSEMINATE IMPROVED INSTRUCTIONAL MATERIALS FOR USE IN SPECIAL EDUCATION PROGRAMS, AND (3) PROMOTE CURRICULUM RESEARCH EFFORTS AND DEVELOP NEW CURRICULUM MATERIALS AND NEW INSTRUCTIONAL METHODOLOGIES. THE CENTER WILL COLLECT AND PREPARE SPECIALIZED CURRICULUM MATERIALS FOR HANDICAPPED CHILDREN, WILL ANALYZE AND FIELD-TEST THESE MATERIALS, AND WILL DISTRIBUTE THESE MATERIALS TO PRACTITIONERS AND RESEARCHERS IN THE FIELD. IT IS EXPECTED THAT THE CENTER WILL (1) STIMULATE INTEREST IN THE DEVELOPMENT AND USE OF APPROPRIATE CURRICULUM MATERIALS FOR HANDICAPPED CHILDREN, (2) PROVIDE NEW PROCEDURES AND MATERIALS FOR THE EVALUATION OF PUPIL PROGRESS, AND (3) ASSIST IN REDUCING THE TEMPORAL GAP BETWEEN RESEARCH FINDINGS AND EDUCATIONAL PRACTICE. (TC)

EP 010 758 40
A DEMONSTRATION HOME TRAINING PROGRAM FOR PARENTS OF PRE-SCHOOL DEAF CHILDREN.
INVESTIGATOR- MILLER, JUNE B.
KANSAS UNIV., KANSAS CITY, MEDICAL CENTER
BUREAU NUMBER BR-7-0343 PROP DATE 07 OCT 66
GRANT OEG-3-7-070343-3014

DESCRIPTORS- *COMMUNICATION SKILLS, *DEAF CHILDREN, *DEMONSTRATION PROJECTS, *HOME INSTRUCTION, *PARENT EDUCATION, EDUCATIONAL PROGRAMS, KANSAS CITY, PRESCHOOL LEARNING, VIDEO TAPE RECORDINGS,

START DATE 04-01-67 END DATE 03-31-70

A MODEL TEACHING PROGRAM FOR THE PARENTS OF PRESCHOOL DEAF CHILDREN WILL BE ESTABLISHED AND EVALUATED. A RESIDENCE WILL BE CONVERTED INTO A DEMONSTRATION HOME. IN THIS SETTING THREE TEACHERS OF THE DEAF WILL INVOLVE PARENTS, THROUGH DEMONSTRATION AND PARTICIPATION, IN TEACHING COMMUNICATION SKILLS TO THEIR DEAF CHILDREN. THE PARENTS WILL BE SHOWN TECHNIQUES FOR TEACHING SPEECH, SPEECH READING, AND AUDITORY FUNCTION. VIDEO-TAPE RECORDINGS OF THE DEMONSTRATION SESSIONS WILL BE USED AS BOTH TEACHING AND EVALUATION TOOLS. MEASUREMENT SCALES AND TECHNIQUES WILL BE PERIODICALLY USED TO EVALUATE DEVELOPMENT OF ENROLLED CHILDREN IN SPEECH, LANGUAGE, AND AUDITORY FUNCTION. PUBLICATION OF RESULTS AND CLOSE COMMUNICATION WITH OTHER INSTITUTIONS ENGAGED IN SIMILAR WORK ARE PLANNED. (TC)

EP 010 759 24
AN OBSERVATIONAL STUDY OF SCHOOL DISCIPLINE.
INVESTIGATOR- RANEY, JOSEPH
NEVADA UNIV., RENO
BUREAU NUMBER BP-7-I-054
GRANT OEG-1-7-070054-4265

DESCRIPTORS- *BEHAVIOR PATTERNS, *CLASSROOM ENVIRONMENT, *DISCIPLINE, *OBSERVATION, *SCIENTIFIC METHODOLOGY, RENO,

START DATE 06-15-67 END DATE 01-15-69

THIS PROJECT IS BASED ON THE BELIEF THAT THE SKILLS INVOLVED IN CLASSROOM MANAGEMENT CAN BE IDENTIFIED BY CLOSE OBSERVATION OF THE ACTUAL CLASSROOM SITUATION. OBSERVATIONS WILL BE MADE OF SIX JUNIOR HIGH SCHOOL CLASSES OVER A PERIOD OF 16 WEEKS BY THREE GRADUATE STUDENTS IN EDUCATION TO FIND OUT WHAT TEACHERS DO, AND NOTE THE EFFECTS OF THIS BEHAVIOR ON THE NATURE AND FREQUENCY OF STUDENT DEVIANCIES. THE PURPOSE OF THIS PROJECT IS TO OBTAIN INFORMATION ABOUT THE RELATIVE EFFECTIVENESS OF TECHNIQUES USED BY TEACHERS TO MAINTAIN CLASSROOM CONTROL. THIS INFORMATION IS NEEDED TO PROVIDE A BASIS FOR APPROPRIATE TEACHER TRAINING EXPERIENCES. THE NEED FOR THE STUDY IS INDICATED BY THE INVESTIGATOR WHO STATES THAT (1) ALTHOUGH THE EVIDENCE IS SKIMPY, THERE SEEMS TO BE SOME SUGGESTION THAT DISCIPLINE PROBLEMS ARE ON THE INCREASE, (2) ON THE BASIS OF THE LIMITED RESEARCH AVAILABLE, IT IS NOT SURPRISING THAT TEACHERS ARE IGNORANT OF THE ALTERNATIVES AVAILABLE TO THEM IN DEALING WITH WHAT THEY PERCEIVE TO BE DISCIPLINE PROBLEMS, AND (3) THERE IS AN ALMOST COMPLETE LACK OF INFORMATION DERIVED FROM SCIENTIFIC METHODOLOGY, AND THE DISCUSSION OF DISCIPLINE IN THE SCHOOL JOURNALS SEEMS TO REFLECT THIS IGNORANCE. (AL)

EP 010 760 40
A COMPREHENSIVE RESEARCH AND DEMONSTRATION FACILITY FOR THE HANDICAPPED.
INVESTIGATOR- BLACKMAN, LEONARD
COLUMBIA UNIV., NEW YORK, TEACHERS COLLEGE
BUREAU NUMBER BR-7-0701 PROP DATE 31 DEC 66
GRANT OEG-2-7-070701-4249

DESCRIPTORS- *DEMONSTRATIONS (EDUCATIONAL), *EDUCATIONAL RESEARCH, *HANDICAPPED CHILDREN, *JOB ANALYSIS, *SPECIAL EDUCATION, NEW YORK CITY, RESEARCH PROJECTS, TAXONOMY,

START DATE 06-02-67 END DATE 12-31-68

A COMPREHENSIVE RESEARCH AND DEMONSTRATION FACILITY WILL BE CONSTRUCTED TO HOUSE A LONG-RANGE RESEARCH PROGRAM WITH FIVE TYPES OF HANDICAPPED CHILDREN (MENTALLY RETARDED, EMOTIONALLY DISTURBED, PHYSICALLY HANDICAPPED, VISUALLY IMPAIRED, AND LANGUAGE AND HEARING IMPAIRED). A LARGE NUMBER OF SPECIFIC RESEARCH STUDIES WILL BE DESIGNED TO (1) ANALYZE SCHOOL TASKS IN TERMS OF THE PSYCHOLOGICAL PROCESSES THAT MUST BE BROUGHT TO BEAR BY THE LEARNER TO MASTER THEM, (2) ANALYZE LEARNER ASSETS AND DEFICITS, (3) ANALYZE THE INHERENT PROPERTIES OF INSTRUCTIONAL SYSTEMS; AND (4) DEVELOP A PSYCHOEDUCATIONAL TAXONOMY THAT WILL MESH LEARNERS, TASKS, AND INSTRUCTIONAL SYSTEMS FOR THE MOST EFFICIENT EDUCATION OF HANDICAPPED CHILDREN. (TC)

EP 010 761 24
THE EVALUATION OF AN INTEGRATED ADVANCED PHYSICAL SCIENCE (ATOMIC AND NUCLEAR) LABORATORY BLOCK PROGRAM AT THE HIGH SCHOOL LEVEL.
INVESTIGATOR- BAKER, GRAEME
MONTANA STATE UNIV., BOZEMAN
BUREAU NUMBER BR-7-H-004 PROP DATE 22 DEC 66
GRANT OEG-1-7-070004-4305

DESCRIPTORS- *CHEMISTRY INSTRUCTION, *CURRICULUM EVALUATION, *HIGH SCHOOL CURRICULUM, *LABORATORY EXPERIMENTS, *PHYSICAL SCIENCES, ADVANCED PROGRAMS, ATOMIC ENERGY COMMISSION, BOZEMAN, INTEGRATED LEARNING, NUCLEAR PHYSICS,

START DATE 06-15-67 END DATE 10-31-68

A CURRICULUM FOR A NEWLY DEVELOPED ADVANCED LABORATORY PROGRAM FOR GENERAL CHEMISTRY AND PHYSICS COURSES WILL BE FIELD TESTED FOR SUITABILITY AT THE HIGH SCHOOL LEVEL. THE CURRICULUM ORGANIZATION CONSISTS OF LABORATORY EXPERIMENTS IN A BLOCK FORMAT OF 2 TO 4 WEEKS' DURATION AND IN AN INDEPENDENT STUDY CONTEXT. THIS EVALUATION PHASE WILL BE AIDED BY AN EQUIPMENT GRANT FROM THE ATOMIC ENERGY COMMISSION. IT IS EXPECTED THAT THE OVERALL PROJECT WILL MAKE THE FOLLOWING CONTRIBUTIONS TO EDUCATION--(1) NEW FIELD-TESTED MATERIALS IN THE AREA OF INTEGRATED PHYSICAL SCIENCE FOR BOTH STUDENT AND TEACHER USE, (2) FIELD-TESTED MODULAR INSTRUMENT KITS OF NEW DESIGN, AND (3) NEW APPROACHES TO SUMMER INSTITUTE TEACHER TRAINING PROGRAMS. (TC)

EP 010 762 24
RESEARCH DEVELOPMENT IN PROFESSIONAL EDUCATION.
INVESTIGATOR- LIGHTSEY, RALPH
GEORGIA SOUTHERN COLL., STATESBORO
BUREAU NUMBER BR-7-D-049-X PROP DATE 30 MAR 67
GRANT OEG-1-7-070049-4239

DESCRIPTORS- *EDUCATIONAL IMPROVEMENT, *EDUCATIONAL RESEARCH, *FACULTY EVALUATION, *PROFESSIONAL EDUCATION, *TEACHER EDUCATION, STATESBORO,

START DATE 06-15-67 END DATE 06-14-70

THE DIVISIONS OF EDUCATION AT GEORGIA SOUTHERN COLLEGE, SAVANNAH STATE COLLEGE, ARMSTRONG STATE COLLEGE, AUGUSTA COLLEGE, AND MIDDLE GEORGIA COLLEGE WILL COLLABORATE ON A 3-YEAR PROJECT. THE OBJECTIVES OF THE PROJECT ARE (1) TO INCREASE THE EMPHASIS ON EDUCATIONAL RESEARCH IN THE TEACHER EDUCATION PROGRAMS, (2) TO ASSIST THE COLLEGES TO PROVIDE MORE SUPPORT TO FACULTY EFFORTS IN EDUCATIONAL RESEARCH, (3) TO PROVIDE INSERVICE EDUCATION IN RESEARCH FOR THE FACULTIES, AND (4) TO INCREASE THE INTERESTS OF FACULTY MEMBERS IN CONDUCTING EDUCATIONAL RESEARCH. IN ADDITION TO IMPROVING THE EDUCATIONAL RESEARCH EFFORTS AT THE COLLEGES, THE PROJECT IS EXPECTED TO ALSO INCREASE THE USE OF RESEARCH FINDINGS IN THE INSTRUCTION OFFERED BY THE FACULTIES. SEVERAL ACTIVITIES ARE PROPOSED FOR THE ACCOMPLISHMENT OF THESE OBJECTIVES. (AL)

EP 010 763 24
EVALUATION OF THE YALE SUMMER HIGH SCHOOL--AN EXPERIMENTAL DEMONSTRATION PROGRAM OF COMPENSATORY EDUCATION FOR DISADVANTAGED HIGH SCHOOL STUDENTS.
INVESTIGATOR- KLEIN, EDWARD B.
YALE UNIV., NEW HAVEN, CONN.
BUREAU NUMBER BR-6-1761 PROP DATE 15 FEB 67
GRANT OEG-1-7-061761-2809

DESCRIPTORS- *COMPENSATORY EDUCATION, *DEMONSTRATION PROGRAMS, *DISADVANTAGED YOUTH, *EVALUATION TECHNIQUES, *SUMMER SCHOOLS, COMPARATIVE ANALYSIS, HIGH SCHOOLS, NEW HAVEN, PROGRAM EVALUATION,

START DATE 04-01-67 END DATE 03-31-71

AN EVALUATION WILL BE MADE OF TWO SESSIONS OF THE YALE SUMMER HIGH SCHOOL FOR DISADVANTAGED STUDENTS, ALONG WITH A 2 1/2 YEAR FOLLOWUP STUDY OF PARTICIPANTS AND CONTROLS. INTENSIFIED INTERVIEWS WILL ALSO BE HELD WITH A SUBSAMPLE OF PARTICIPANTS AND THEIR FAMILIES AND COMPARED WITH A CONTROL SAMPLE. IN ADDITION, AN INTENSIVE COMPARATIVE STUDY WILL BE MADE OF 10 BOYS WHO ARE JUDGED TO BE HIGHLY SUCCESSFUL 3 YEARS AFTER PARTICIPATING IN THE YALE PROGRAM WITH 10 PARTICIPATING BOYS WHO ARE DEEMED UNSUCCESSFUL. SELECTION PROCEDURES, WHICH WERE DIFFERENT FOR THE TWO SESSIONS, WILL ALSO BE COMPARED. (GD)

EP 010 764 40
FACTORS IN THE EFFECTIVENESS OF ARTICULATION THERAPY WITH EDUCABLE RETARDED CHILDREN.
INVESTIGATOR- SOMMERS, RONALD K.
MONTGOMERY COUNTY SUPT. OF SCHOOLS, NORRISTOWN, PA
BUREAU NUMBER BR-7-0342 PROP DATE 15 SEP 66
GRANT OEG-1-7-070342-3344

DESCRIPTORS- *ARTICULATION (SPEECH), *EDUCABLE MENTALLY HANDICAPPED, *IDENTIFICATION TESTS, *SPEECH IMPROVEMENT, *SPEECH THERAPY, FACTOR ANALYSIS, NORRISTOWN, SPEECH HANDICAPS,

START DATE 04-01-67 END DATE 03-31-69

CERTAIN FACTORS OF POSSIBLE IMPORTANCE BEARING UPON THE EFFECTIVENESS OF SPEECH THERAPY FOR EDUCABLE, MENTALLY RETARDED CHILDREN WILL BE INVESTIGATED. A MAJOR OBJECTIVE WILL BE THE DETERMINATION OF THE EXTENT OF SPEECH THERAPY THAT MUST BE PROVIDED TO SUCH CHILDREN TO OBTAIN SIGNIFICANT DEGREES OF IMPROVEMENT. THE MAIN EFFECTS OF THE STIMULABILITY FACTOR, THE SEVERITY OF ARTICULATORY DEFECTIVENESS, AND MENTAL AGE, AS WELL AS THEIR INTERACTIONS, WILL BE STUDIED. THE STUDY SHOULD PROVIDE MEANS FOR SUGGESTING WHICH RETARDED, SPEECH-DEFECTIVE CHILDREN WILL ACHIEVE A SIGNIFICANT DEGREE OF CORRECTION FROM ARTICULATION THERAPY. (GD)

EP 010 765 24
CONSORTIUM RESEARCH DEVELOPMENT.
INVESTIGATOR- NASCA, DONALD
STATE UNIV. OF N.Y., BROCKPORT, COLL. AT BROCKPORT
BUREAU NUMBER BR-7-0303 PROP DATE 21 MAR 67
GRANT OEG-1-7-070303-4302

DESCRIPTORS- *COLLEGE PLANNING, *COOPERATIVE PROGRAMS, *FACULTY, *RESEARCH PROJECTS, *SEMINARS, BROCKPORT, CORD PROJECT, RESEARCH PROPOSALS, RESEARCH SKILLS,

START DATE 06-15-67 END DATE 06-14-70

THIS PROJECT IS INTENDED TO PROMOTE THE RESEARCH CAPACITIES OF COLLEGES IN CENTRAL AND CENTRAL WESTERN NEW YORK STATE. IT IS DESIGNED TO INCREASE PARTICIPATION IN RESEARCH ACTIVITIES ON THE PART OF FACULTY NOT ONLY FOR THE PURPOSE OF CONTRIBUTING TO ORIGINAL KNOWLEDGE BUT ALSO TO PROVIDE A VEHICLE FOR MAINTAINING CONTACT WITH DEVELOPING TRENDS. A MODEL FOR ACHIEVING THESE GOALS WILL BE DEVELOPED AS A RESULT OF EVALUATING SPECIFIC INSTITUTIONAL ORGANIZATION ELEMENTS AND THEIR RELATIONSHIP TO PROGRESS AT EACH OF THE DEVELOPING INSTITUTIONS. ATTAINMENT OF THESE GOALS WILL BE ARRIVED AT BY (1) ESTABLISHING AN INTERNAL ORGANIZATION DESIGNED TO PROVIDE BOTH DIRECT AND INDIRECT ASSISTANCE TO FACULTY IN PREPARING RESEARCH PROJECTS, (2) CONDUCTING A SEMINAR SERIES DESIGNED TO DEVELOP COMPETENCIES IN PREPARATION OF RESEARCH ACTIVITIES, AND (3) DEVELOPING COOPERATIVE RESEARCH PROJECTS DESIGNED TO TAKE ADVANTAGE OF THE STRENGTHS OF EACH INDIVIDUAL. EVALUATION OF EFFECTIVENESS WILL BE MADE POSSIBLE BY NOTING THE QUANTITY OF RESEARCH PROPOSALS BEING CARRIED OUT AT THE END OF 3 YEARS. THE QUALITY OF PROPOSALS WILL BE ASSESSED BY THE NUMBER OF FUNDED PROPOSALS IN OPERATION. IT IS ANTICIPATED THAT THE RATIO BETWEEN SUBMITTED AND FUNDED PROPOSALS WILL INCREASE AS MEMBERS GAIN EXPERIENCE IN THIS TYPE OF ACTIVITY. (TC)

EP 010 766 08

AN INFORMATION SYSTEM FOR VOCATIONAL DECISIONS UNDER SECTION 4 (C) OF THE VOCATIONAL EDUCATION ACT OF 1963.
INVESTIGATOR- TIEDEMAN, DAVID V. AND OTHERS
HARVARD UNIV., CAMBRIDGE, MASS.
BUREAU NUMBER BR-6-1819 PROP DATE 15 SEP 65
GRANT OEG-1-6-061819-2240

DESCRIPTORS- *CAREER CHOICE, *COMPUTERS, *DECISION MAKING, *INTERACTION, *VOCATIONAL EDUCATION, CAMBRIDGE, EDUCATIONAL PROGRAMS, INFORMATION SYSTEMS,

START DATE 06-30-66 END DATE 07-31-69

THE MAJOR OBJECTIVE OF THIS PROJECT IS TO IMPROVE VOCATIONAL DECISION-MAKING THROUGH THE USE OF A COMPUTER-BASED TRAINING PROGRAM. THE PROGRAM IS SO DESIGNED THAT THE STUDENT CAN RELATE KNOWLEDGE ABOUT HIMSELF TO DATA ABOUT EDUCATION, TRAINING, AND WORK, AND CAN THEREBY OBTAIN INFORMATION ON WHICH HE CAN BASE CAREER DECISIONS. THE ENTIRE PROGRAM LINKS PERSON, COMPUTER, AND TEACHER OR COUNSELOR IN SUCH A WAY THAT THE STUDENT CONDUCTS A DIALOG WITH THE COMPUTER, AND THE COUNSELOR ASSISTS IN INTERPRETING AND EVALUATING THE RESULTS. THE PROJECT ACTIVITIES FALL INTO THREE BROAD AREAS--(1) DEVELOPMENT OF A COMPUTER-BASED DATA SYSTEM FOR VOCATIONAL DECISION MAKING, (2) DEVELOPMENT OF A TRAINING PROGRAM OR COURSE IN VOCATIONAL DECISION-MAKING, AND (3) STUDY AND ASSESSMENT OF THE SYSTEM, ITS USERS, AND ITS USE. (TC)

EP 010 767 56

EFFECTIVENESS OF DIFFERENT COMBINATIONS OF VISUAL AND VERBAL PRESENTATION MODES IN TEACHING DIFFERENT KINDS OF LEARNING TASKS.
INVESTIGATOR- ALLEN, WILLIAM H.
UNIVERSITY OF SOUTHERN CALIFORNIA, LOS ANGELES
BUREAU NUMBER BR-6-1265 PROP DATE 25 AUG 66
GRANT OEG-1-7-061265-3506

DESCRIPTORS- *LEARNING ACTIVITIES, *PERFORMANCE FACTORS, *STIMULUS BEHAVIOR, *VERBAL LEARNING, *VISUAL LEARNING, AUDIOVISUAL INSTRUCTION, COMPARATIVE ANALYSIS, INTERMEDIATE GRADES, LOS ANGELES, RESPONSE MODE, TEACHING TECHNIQUES, VERBAL STIMULI, VISUAL STIMULI,

START DATE 05-01-67 END DATE 06-30-69

THE COMPARATIVE EFFECTIVENESS OF SEVEN DIFFERENT COMBINATIONS OF VISUAL AND VERBAL PRESENTATION MODES IN TEACHING FIVE DIFFERENT KINDS OF LEARNING TASKS TO UPPER ELEMENTARY GRADE STUDENTS WILL BE DETERMINED. FIVE SEPARATE EXPERIMENTS WILL BE CONDUCTED FOR EACH OF FIVE LEARNING TASKS, FOR WHICH A TOTAL OF 245 SEPARATE TREATMENT VERSIONS WILL BE PREPARED. ABOUT 600 SUBJECTS WILL BE MEASURED FOR PERFORMANCE ON SPECIALLY PREPARED OBJECTIVE TESTS. COMPARISONS WILL BE MADE FOR BOTH AN IMMEDIATE POST-TEST AND LONG-TERM RETENTION TEST TO DETERMINE THE RELATIVE EFFECTIVENESS OF THE DIFFERENT PRESENTATION MODES AND THE VARIABILITY AMONG THE SEVEN DIFFERENT STIMULUS SEQUENCES FOR EACH PRESENTATION MODE. (GD)

EP 010 768 24

FEASIBILITY OF PRODUCING SYNCHRONIZED VIDEOTAPES AS INSTRUCTIONAL AIDS IN THE STUDY OF MUSIC.
INVESTIGATOR- SKAPSKE, GEORGE
SAN FERNANDO VALLEY STATE COLL., NORTHRIDGE, CALIF
BUREAU NUMBER BR-7-I-052 PROP DATE JUL 66
GRANT OEG-1-7-070052-4272

DESCRIPTORS- *AUDIOVISUAL AIDS, *MUSIC, *MUSIC EDUCATION, *TELEVISED INSTRUCTION, *VIDEO TAPE RECORDINGS, EXPERIMENTAL PROGRAMS, NORTHRIDGE,

START DATE 06-20-67 END DATE 02-01-69

PILOT PROGRAMS ARE TO BE RECORDED ON SEPARATE VIDEOTAPES OF APPROXIMATELY 90 MINUTES' DURATION, AND WILL AIM AT THE INTEGRATION OF SOUND WITH THE CORRESPONDING VISUALS OF PERFORMERS, SYNCHRONIZED NOTATION, GRAPHS, DIAGRAMS, AND ANALYTICAL COMMENTARY. THE PROGRAMS ARE TO BE DESIGNED AS A SERIES OF EDUCATIONAL AIDS OR LIBRARY MATERIALS IN COURSES DEALING PRIMARILY WITH MUSIC LITERATURE, PERFORMANCE, HISTORY, AND THEORY. IT WILL BE POSSIBLE TO MAKE CONTINUOUS OR INTERRUPTED PLAYBACKS THROUGH TELEVISION RECEIVERS AT HOME, IN SCHOOL, OR BY USE OF CLOSED CIRCUIT SYSTEMS. THE EDUCATIONAL SIGNIFICANCE OF THE PROJECT WILL LIE IN THE TASKS OF COLLECTING DATA AND PRODUCING EXPERIMENTAL PROGRAMS NEEDED TO SHOW THE VERSATILITY AND POTENTIAL APPLICATION OF NEW AUDIOVIDEO RECORDING EQUIPMENT. THE PROJECT PERSONNEL INTEND TO EXPERIMENT WITH ALL POSSIBLE APPROACHES TO SECURE SATISFACTORY RESULTS. (TC)

EP 010 769 24

REFINEMENT OF THE EXPERIENCING SCALE AS A COUNSELING TOOL.
INVESTIGATOR- KIESLER, DONALD J.
IOWA UNIV., IOWA CITY
BUREAU NUMBER BR-6-1329 PROP DATE 66
CONTRACT OEC-3-7-061329-2853

DESCRIPTORS- *COUNSELING, *INTERVIEWS, *MENTAL HEALTH CLINICS, *PSYCHOSIS, *PSYCHOTHERAPY, *RATING SCALES, EXPERIENCE SCALE, IOWA CITY, MENTAL ILLNESS, THERAPISTS,

START DATE 02-01-67 END DATE 01-31-69

A CONTINUING INVESTIGATION WILL BE MADE OF A CLIENT PROCESS MEASURE, THE EXPERIENCE SCALE, WHICH HAS SHOWN PROMISE AS A RELIABLE AND VALID MEASURE OF CLIENT IMPROVEMENT IN THE COUNSELING RELATIONSHIP. THE STUDY IS TO BE CONDUCTED IN THREE SECTIONS. IN SECTION I, A COMPARISON WILL BE MADE OF THE EXPERIENCING SCORES FROM THE FIRST 30 COUNSELING INTERVIEWS OF A SAMPLE OF COUNSELING CENTER PSYCHONEUROTICS WITH THE EXPERIENCING SCORES ALREADY AVAILABLE FROM THE FIRST 30 INTERVIEWS OF A SAMPLE OF HOSPITALIZED SCHIZOPHRENIC PATIENTS. IN SECTION II, COMPARISONS WILL BE MADE OF THE EXPERIENCING RATINGS MADE BY JUDGES HAVING THREE DIFFERENT LEVELS OF TRAINING. THESE COMPARISONS WILL BE MADE TO DETERMINE (1) THE ABILITY OF RELATIVELY UNSOPHISTICATED JUDGES TO RATE WITH THE EXPERIENCING SCALE, (2) THE AMOUNT OF TRAINING NEEDED FOR VALID APPLICATION OF THE SCALE, AND (3) THE INFLUENCE OF THERAPISTS' COMMENTS IN THE COUNSELING SESSION ON THE RATING BY THE JUDGE. IN SECTION III, A COMPARISON WILL BE MADE OF THE EXPERIENCING RATINGS OBTAINED FROM DIFFERENT EYSENCK PERSONALITY GROUPS (HYSTEROIDS, DYSTHYMICS, AND MIXED) IN A DIAGNOSTIC INTERVIEW SETTING. (AL)

EP 010 770 52

AN INFORMATION STORAGE AND RETRIEVAL SYSTEM FOR BIOLOGICAL AND GEOLOGICAL DATA.
INVESTIGATOR- SQUIRES, DONALD F.
SMITHSONIAN INSTITUTION, WASHINGTON, D.C.
BUREAU NUMBER BR-7-1159 PROP DATE 67
GRANT OEG-1-7-071159-4425

DESCRIPTORS- *COMPUTERS, *DATA PROCESSING, *INFORMATION DISSEMINATION, *INFORMATION RETRIEVAL, *MUSEUMS, BIOLOGY, COBOL, DISTRICT OF COLUMBIA, GEOLOGY,

START DATE 06-21-67 END DATE 12-21-68

THE SMITHSONIAN INSTITUTION IS DEVELOPING A COMPREHENSIVE INSTITUTION INFORMATION RETRIEVAL SYSTEM TO PROVIDE INFORMATION TO THE SCIENTIFIC COMMUNITY, INCLUDING STUDENTS, UNIVERSITY FACULTY MEMBERS, AND RESEARCH INSTITUTE SCHOLARS. BECAUSE COLLECTED SPECIMENS ARE THE CORE OF BIOLOGICAL AND GEOLOGICAL INFORMATION, A COMPUTERIZED SYSTEM OF COLLECTION MANAGEMENT IS ESSENTIAL NOT ONLY TO EFFICIENTLY USE MUSEUM RESOURCES, BUT ALSO TO SERVE AS AN INTERFACE WITH CONVENTIONAL LIBRARIES AND OTHER SUBJECT-ORIENTED FACILITIES. THE COMMUNICATION BETWEEN THE USER AND THE SYSTEM IS ACCOMPLISHED THROUGH COBOL, A COMMON PROCEDURAL LANGUAGE DESIGNED FOR COMMERCIAL DATA PROCESSING. THE USER STATES HIS REQUESTS IN THE FORM OF "IF" STATEMENTS AND INDICATES RELATIONSHIPS WHICH WILL SATISFY HIS REQUEST. THE USER DOES NOT CONCERN HIMSELF WITH FILE STRUCTURE OR INPUT AND OUTPUT COMMANDS SINCE THESE ARE PERFORMED BY THE SYSTEM IN CONJUNCTION WITH COBOL. THE DEVELOPMENT OF THE PROPOSED SYSTEM WILL PERMIT GREATER ACCESSIBILITY OF FUNDAMENTAL RESOURCE MATERIALS OF SPECIMENS AND RELATED DATA TO STUDENTS AT ALL LEVELS, AS WELL AS SENIOR SCHOLARS. (TC)

EP 010 771 52

BIBLIOGRAPHIC AUTOMATION OF LARGE LIBRARY OPERATIONS USING A TIME-SHARING SYSTEM (PROJECT BALLOTS).
INVESTIGATOR- VEANER, ALLEN B.
STANFORD UNIV., CALIF.
BUREAU NUMBER BR-7-1145
GRANT OEG-1-7-071145-4428

DESCRIPTORS- *CATALOGING, *COMMUNICATIONS, *COMPUTERS, *INFORMATION PROCESSING, *LIBRARY FACILITIES, INFORMATION RETRIEVAL, PROJECT BALLOTS, STANFORD,

START DATE 06-26-67 END DATE 12-26-68

A LARGE-SCALE TIME-SHARED COMPUTER WILL BE APPLIED TO THE BASIC BIBLIOGRAPHIC MANAGEMENT OF A LARGE RESEARCH LIBRARY TO (1) SPEED UP THE PROCESSING OF NEW ACQUISITIONS, (2) LEAD TO AN EVENTUAL REDUCTION OF UNIT OPERATING COSTS, (3) REDUCE CLERICAL WASTE AND INEFFICIENCY, AND (4) REDUCE THE COMMUNICATION BARRIERS BETWEEN THE LIBRARY'S CONTENTS AND ITS COMMUNITY OF USERS. THIS WILL BE ACHIEVED BY PROVIDING ON-LINE, REMOTE ACCESS TO A CENTRAL, COMPUTER-MAINTAINED BIBLIOGRAPHIC FILE FOR THE BASIC LIBRARY FUNCTIONS. THE IBM 360/67 WILL BE USED IN TIME-SHARING MODE TO (1) DESIGN AND ORGANIZE BIBLIOGRAPHIC FILES COMPATIBLE WITH LIBRARY OF CONGRESS MACHINE-READABLE RECORDS, AND WITH BUSINESS FILES MATCHING THE SYSTEM REQUIREMENTS OF THE PURCHASING DEPARTMENT, REGISTRAR, AND CONTROLLER, (2) DESIGN, PROGRAM, TEST, AND OPERATE CENTRALIZED LIBRARY TECHNICAL SERVICES BASED ON COMPUTER-MAINTAINED BIBLIOGRAPHIC FILES, (3) CONDUCT TRAFFIC AND INSTALLATION STUDIES AND INSTALL A COMMUNICATIONS NETWORK TO PROVIDE REMOTE ACCESS TO AND DISPLAY OF THE RECORDS TO THE USING PUBLIC AND THE STAFF, (4) DEVELOP THE SOFTWARE NEEDED TO OPERATE HIGH CAPACITY, FAST VISUAL DISPLAY CONSOLES, AND (5) DISSEMINATE THE RESULTS OF ITS WORK. (TC)

EP 010 772 52

AN INFORMATION PROCESSING LABORATORY FOR EDUCATION AND RESEARCH IN LIBRARY SCIENCE.
INVESTIGATOR- MARON, M.E.
CALIFORNIA UNIV., BERKELEY
BUREAU NUMBER BR-7-1065 PROP DATE 67
GRANT OEG-1-7-071065-4286

DESCRIPTORS- *COMPUTER ASSISTED INSTRUCTION, *DEMONSTRATIONS (EDUCATIONAL), *INFORMATION PROCESSING, *LIBRARY SCIENCE, *TRAINING LABORATORIES, BERKELEY,

START DATE 06-15-67 END DATE 12-14-68

AN INVESTIGATION WILL BE MADE OF THE PROBLEMS CONCERNING THE DESIGN, ORGANIZATION, OPERATION, AND EVALUATION OF AN INFORMATION PROCESSING LABORATORY FOR LIBRARY SCIENCE STUDENTS. THE LABORATORY WILL BE DESIGNED TO EDUCATE AND TRAIN LIBRARY SCIENCE STUDENTS ON THE SUBJECT OF APPLYING INFORMATION PROCESSING TECHNIQUES TO THE PROBLEMS OF LIBRARIES. SPECIFICALLY, THE LABORATORY WILL PROVIDE (1) THE TOOLS NEEDED FOR DEMONSTRATION AND USE OF INFORMATION PROCESSING TECHNIQUES, (2) THE MEANS FOR DETERMINING THE USE OF ON-LINE COMPUTER-ASSISTED INSTRUCTIONAL TECHNIQUES TO TEACH BOTH INFORMATION PROCESSING AND TRADITIONAL LIBRARIANSHIP, AND (3) THE EQUIPMENT AND FACILITIES NEEDED BY

ADVANCED STUDENTS TO CONDUCT EMPIRICAL RESEARCH AS PART OF THEIR DISSERTATION WORK. THE INVESTIGATION WILL PROCEED IN THREE OVERLAPPING PHASES OF STUDY, EXTENDING OVER A PERIOD OF 18 MONTHS--(1) PRELIMINARY SYSTEMS DESIGN AND SPECIFICATION, (2) ACQUISITION AND ORGANIZATION OF PILOT EQUIPMENT, DATA, AND RELATED SOFTWARE, AND (3) PRELIMINARY TESTING OF THE FUNCTIONING OF THE LABORATORY DURING ONE ACADEMIC QUARTER. (TC)

EP 010 773 64

THE EDUCATIONAL MEDIA COUNCIL AS A FORUM, DISSEMINATION, AND CONSULTING SERVICE, AN 18 MONTH PLAN FOR SELF STUDY OPERATIONS AND CONTINUITY.
INVESTIGATOR- HARLEY, WILLIAM G.
EDUCATIONAL MEDIA COUNCIL INC., WASHINGTON, D.C.
BUREAU NUMBER BR-7-0739 PROP DATE 17 JAN 67
CONTRACT OEC-1-7-070739-3589

DESCRIPTORS- *AUDIOVISUAL INSTRUCTION, *CONCEPTUAL SCHEMES, *INSTRUCTIONAL TECHNOLOGY, *MODELS, *PRIVATE AGENCIES, *SELF EVALUATION, DISTRICT OF COLUMBIA,

START DATE 05-01-67 END DATE 10-31-68

THE EDUCATIONAL MEDIA COUNCIL (EMC) WILL CONDUCT AN 18-MONTH STUDY UPON WHICH ITS ORGANIZATION AND CONTINUITY WILL BE BASED. THE PROGRAM HAS TWO MAJOR SECTIONS--(1) STUDY IN DEPTH THE EMC'S ROLE, FUNCTION, AND OPERATION AND (2) CONDUCT ACTIVITIES APPROPRIATE AND CONSISTENT WITH ESTABLISHED COUNCIL PURPOSES WHICH AFFORD STUDY TASKS FOR ANALYSIS AND APPRAISAL. A SUCCESSFUL STUDY WOULD PROVIDE A USEFUL MODEL FOR THE CONDUCT OF SIMILAR SELF-STUDIES FOR OTHER NONPROFIT ORGANIZATIONS. (TC21

EP 010 774 08

SEMINAR FOR SUPERVISORS AND TEACHER EDUCATORS OF TEACHERS FOR PERSONS WITH SPECIAL NEEDS.
INVESTIGATOR- LANAR, CARL F.
KENTUCKY RESEARCH FOUNDATION, LEXINGTON
BUREAU NUMBER BR-7-0527 PROP DATE 67
GRANT OEG-1-7-070527-3543

DESCRIPTORS- *DISADVANTAGED YOUTH, *HANDICAPPED, *LEADERS GUIDES, *LEADERSHIP TRAINING, *SEMINARS, *VOCATIONAL EDUCATION, CULTURALLY DISADVANTAGED, ECONOMICALLY DISADVANTAGED, EDUCATIONALLY DISADVANTAGED, LEXINGTON, PROGRAM DEVELOPMENT, TEACHER EDUCATION,

START DATE 04-01-67 END DATE 02-01-69

A SEMINAR WILL BE HELD TO ORIENT THOSE IN LEADERSHIP POSITIONS IN VOCATIONAL EDUCATION TO THE NEEDS, CHARACTERISTICS, AND PROBLEMS OF PERSONS WHO HAVE ACADEMIC, SOCIOECONOMIC, AND OTHER HANDICAPS THAT PREVENT THEM FROM SUCCEEDING IN REGULAR VOCATIONAL EDUCATION PROGRAMS. THE SEMINAR WILL BE OF 2 WEEKS DURATION AND WILL INVOLVE THE EXPLORATION OF THE IMPLICATIONS THAT THE PROBLEMS OF THESE DISADVANTAGED PERSONS PRESENT FOR TEACHER TRAINING AND PROGRAM DEVELOPMENT IN VOCATIONAL EDUCATION. SEMINAR EVALUATION WILL INVOLVE PRE- AND POST-TESTING AND DAILY EVALUATION REPORTS FROM COMMITTEES. GUIDELINES WILL BE FORMULATED, EDITED, AND DISSEMINATED. A FOLLOWUP STUDY WILL BE CONDUCTED 12 MONTHS AFTER THE SEMINAR TO LEARN HOW THE GUIDELINES ARE BEING USED. (GD)

EP 010 775 24

HARVARD URBAN EDUCATION PROJECT.
INVESTIGATOR- TEELE, JAMES E.
HARVARD UNIV., CAMBRIDGE, MASS.
BUREAU NUMBER BR-7-0574 PROP DATE 67
GRANT OEG-1-7-070574-3774

DESCRIPTORS- *BUS TRANSPORTATION, *NEGRO STUDENTS, *PARENT ROLE, *RACIALLY BALANCED SCHOOLS, *SCHOOL INTEGRATION, CAMBRIDGE, OPEN ENROLLMENT, PROJECT EXODUS,

START DATE 06-15-67 END DATE 06-24-69

A SCHOOL INTEGRATION PROJECT SPONSORED BY THE PARENTS OF THE CHILDREN INVOLVED WILL BE STUDIED TO ASSESS THE EFFECTS OF THE PROJECT ON BOTH THE PARENTS AND THE CHILDREN. IN THIS PROJECT, NEGRO PARENTS USE THE OPEN ENROLLMENT PLAN OF THE BOSTON SCHOOL DEPARTMENT FOR THEIR CHILDREN WHO ARE TRANSPORTED FROM NEARBY ALL-NEGRO SCHOOLS IN THE NEGRO DISTRICT TO MORE RACIALLY BALANCED SCHOOLS. THIS PROJECT, NAMED PROJECT EXODUS, INC., WAS FORMED IN 1965 AND IS UNIQUE IN THREE FACTORS--(1) PRIVATE FINANCING, (2) INTRA-CITY BUSSING, AND (3) THE INITIATIVE, ORGANIZATION, AND INDUSTRY OF A GROUP OF PREDOMINANTLY WORKING-CLASS, GHETTO RESIDENTS. (AL)

EP 010 776 40

ERIC CLEARINGHOUSE ON EXCEPTIONAL CHILDREN.
INVESTIGATOR- JORDON, JUNE B.
NATIONAL EDUCATION ASSN., WASHINGTON, D.C.
BUREAU NUMBER BR-6-2473 PROP DATE 14 MAR 66
GRANT OEG-2-6-062473-1717

DESCRIPTORS- *CLEARINGHOUSES, *EXCEPTIONAL CHILDREN, *HANDICAPPED CHILDREN, *INFORMATION DISSEMINATION, *INSTRUCTIONAL DESIGN, *INSTRUCTIONAL MATERIALS, AUDIOVISUAL MATERIALS, DISTRICT OF COLUMBIA, EDUCATIONAL IMPROVEMENT, INFORMATION PROCESSING, INFORMATION RETRIEVAL,

START DATE 06-01-66 END DATE 11-30-68

THE GENERAL OBJECTIVE IS TO PROVIDE A CENTRAL, COMPREHENSIVE CLEARINGHOUSE FOR INFORMATION CONCERNING THE EDUCATION OF HANDICAPPED CHILDREN AND YOUTH. THIS CENTER WOULD BE CONCERNED WITH COLLECTING, ABSTRACTING, TESTING, AND EVALUATING LITERATURE AND MATERIALS, AS WELL AS DEVELOPING MATERIALS, INTERPRETING RESEARCH, AND DISSEMINATING INFORMATION. THE PROPOSED CLEARINGHOUSE AND RESEARCH DISSEMINATION PROJECT WOULD BE COORDINATED BY THE COUNCIL FOR EXCEPTIONAL CHILDREN, A DEPARTMENT OF THE NATIONAL EDUCATION ASSOCIATION. THE PROJECT STAFF WOULD BE HOUSED IN OR NEAR THE HEADQUARTERS OFFICE BUILDING, AND THE PROJECT OPERATION WOULD BE AN INTEGRAL PART OF THE COUNCIL'S TOTAL PROGRAM. (TC)

EP 010 777 24

STAGES, RATE, AND PREDICTION OF LANGUAGE DEVELOPMENT, KINDERGARTEN THRU GRADE TWELVE.
INVESTIGATOR- LOBAN, WALTER
CALIFORNIA UNIV., BERKELEY

BUREAU NUMBER BR-7-0061 PROP DATE 15 JUN 66
CONTRACT OEC-4-7-070061-3102

DESCRIPTORS- *LANGUAGE ARTS, *LANGUAGE DEVELOPMENT, *LINGUISTIC PATTERNS, *LONGITUDINAL STUDIES, *STATISTICAL ANALYSIS, BERKELEY, ELEMENTARY GRADES, GROWTH PATTERNS, HIGH SCHOOLS, KINDERGARTEN CHILDREN, LANGUAGE ABILITY, RESEARCH METHODOLOGY, SOCIOECONOMIC INFLUENCES, STATISTICAL DATA,

START DATE 03-01-67 END DATE 02-28-70

THIS CONTINUATION OF A 13-YEAR LONGITUDINAL STUDY OF LANGUAGE DEVELOPMENT WILL USE AS ITS DATA BASE INFORMATION ALREADY COLLECTED ON A GROUP OF 338 SUBJECTS FROM KINDERGARTEN THROUGH GRADE 12 AND WILL GO BEYOND THE INITIAL METHODS OF ANALYSIS. THIS PROJECT WILL FOCUS NOT ONLY ON THE WAY STUDENTS LEARN TO SPEAK, READ, WRITE, AND LISTEN TO THE ENGLISH LANGUAGE BUT ON THE MORE COMPLEX INTERACTIONS OF LINGUISTIC DEVELOPMENT. NEWER AND MORE EFFECTIVE RESEARCH TOOLS WILL BE DEVISED AND THE FINDINGS PUT TO EDUCATIONAL USE. THE PROCEDURE WILL INVOLVE A SERIES OF STATISTICAL ANALYSES OF STATED HYPOTHESES WHICH DEAL WITH GROWTH PATTERNS IN LINGUISTIC DEVELOPMENT, INTERRELATIONS AMONG THE LANGUAGE ARTS, AND THE EFFECT OF SOCIOECONOMIC STATUS ON LANGUAGE ABILITY. (GD)

EP 010 778 24
COMPARATIVE ANALYSIS OF THE WORLD VIEW AND LIFE HISTORIES OF URBAN NEGRO AND PUERTO RICAN SCHOOL CHILDREN.
INVESTIGATOR- LEWIS, OSCAR
ILLINOIS UNIV., URBANA
BUREAU NUMBER BR-6-2846 PROP DATE 67
GRANT OEG-1-7-062846-4352

DESCRIPTORS- *ANTHROPOLOGY, *COMPARATIVE ANALYSIS, *CULTURAL DIFFERENCES, *NEGRO YOUTH, *PUERTO RICANS, DATA ANALYSIS, DATA COLLECTION, EDUCATIONAL STATUS COMPARISON, FAMILY BACKGROUND, MEASUREMENT INSTRUMENTS, SOCIALIZATION, URBANA,

START DATE 06-15-67 END DATE 06-14-70

AN ANTHROPOLOGICAL STUDY OF NEGRO SCHOOL CHILDREN FROM LOW-INCOME FAMILIES WILL BE MADE AND THE FINDINGS COMPARED WITH THE RESULTS OF THE INVESTIGATOR'S ONGOING STUDY OF PUERTO RICAN CHILDREN. THE METHODS USED WILL BE A COMBINATION OF THE TRADITIONAL TECHNIQUES USED IN SOCIOLOGY, ANTHROPOLOGY, AND PSYCHOLOGY, INCLUDING QUESTIONNAIRES, INTERVIEWS, PARTICIPANT-OBSERVATION, BIOGRAPHIES, FAMILY CASE STUDIES, AND THE APPLICATION OF SUCH SELECTED PSYCHOLOGICAL TESTS AS THE THEMATIC APPERCEPTION, RORSCHACH, AND THE SENTENCE COMPLETION. APPROXIMATELY 30 CHILDREN, HALF FROM NEGRO FAMILIES AND HALF FROM PUERTO RICAN FAMILIES, WILL BE SELECTED AND STUDIED AGAINST THE BACKGROUND OF THE TOTAL FAMILY CONSTELLATION. THE CHILDREN'S VIEWS OF THE LARGER SOCIETY, THE SLUM COMMUNITY, THE SCHOOL, AND THE FAMILY WILL BE RECORDED AND ANALYZED. THIS COMPARATIVE ANALYSIS OF NEGRO AND PUERTO RICAN CHILDREN SHOULD PROVIDE USEFUL DATA ABOUT SUBCULTURAL DIFFERENCES AND THE RELATIONSHIPS BETWEEN EDUCATION, THE PROCESS OF SOCIALIZATION, AND FAMILY BACKGROUNDS. (GD)

EP 010 779 52
NEW BASES FOR LIBRARY AND INFORMATION SERVICES IN METROPOLITAN AREAS.
INVESTIGATOR- BLASINGAME, RALPH
RUTGERS, THE STATE UNIV., NEW BRUNSWICK, N.J.
BUREAU NUMBER BR-7-1171 PROP DATE 12 MAY 67
GRANT OEG-1-7-071171-4489

DESCRIPTORS- *COMMUNITY STUDY, *INFORMATION SYSTEMS, *LIBRARY SERVICES, *MEASUREMENT TECHNIQUES, *METROPOLITAN AREAS, NEW BRUNSWICK, URBAN AREAS,

START DATE 06-26-67 END DATE 12-26-68

TO PROVIDE NEW BASES FOR IMPROVED LIBRARY AND INFORMATION SERVICES IN METROPOLITAN AREAS, TWO STUDIES ARE PROPOSED THAT ARE PARTS OF A LONG-RANGE RESEARCH PROGRAM. THESE STUDIES ARE (1) "METHOD OF MEASURING THE USE OF LIBRARIES AND INFORMATION AGENCIES AND THE SERVICES THEY PROVIDE--A STATE-OF-THE-ART REVIEW," AND (2) "DEVELOPING MEASURES OF NEED FOR KNOWLEDGE AND INFORMATION IN AN URBAN COMMUNITY." FUTURE RESEARCH IS PLANNED TO STUDY THE ROLES OF LIBRARIANS AND INFORMATION SPECIALISTS, AND OF LIBRARIES AND INFORMATION AGENCIES, IN ANTICIPATING AND SATISFYING COMMUNITY INFORMATION NEEDS. PUBLICATION OF RESEARCH RESULTS AND DEMONSTRATION PROJECTS WILL BE USED TO STIMULATE USE OF THE NEWLY DEVELOPED BASES FOR LIBRARIES AND FOR THE EDUCATION OF LIBRARIANS. THIS CONTINUING PROGRAM OF RESEARCH, DISSEMINATION, AND APPLICATION OF NEW KNOWLEDGE IS EXPECTED TO CONTRIBUTE TO THE RATIONALIZATION OF LIBRARY OBJECTIVES AND PROGRAMS, TO IMPROVE THE EFFECTIVENESS OF LIBRARIES AS EDUCATIONAL AGENCIES, AND TO DEVELOP NEW OUTLOOKS AND CONTENT FOR PROGRAMS OF EDUCATION FOR LIBRARIANS. (AL)

EP 010 780 08
DETERMINATION OF THE PROPER ALLOCATION OF FUNCTIONS AND RESPONSIBILITIES OF INSTITUTIONS PROVIDING AGRICULTURAL EDUCATION IN CALIFORNIA.
INVESTIGATOR- THOMPSON, F.O.
CALIFORNIA UNIV., DAVIS
BUREAU NUMBER BR-6-1618 PROP DATE 01 JUN 66
GRANT OEG-1-7-061618-3244

DESCRIPTORS- *AGRICULTURAL EDUCATION, *AGRICULTURAL RESEARCH PROJECTS, *CURRICULUM RESEARCH, *MASTER PLANS, *STATE CURRICULUM GUIDES, CURRICULUM DEVELOPMENT, DAVIS, INTEGRATED CURRICULUM,

START DATE 06-30-67 END DATE 06-29-69

A MASTER PLAN WILL BE FORMULATED TO AID IN THE DEVELOPMENT OF CRITERIA WHICH HIGH SCHOOLS, JUNIOR COLLEGES, AND 4-YEAR INSTITUTIONS MAY USE TO DETERMINE IF INSTRUCTION IN AGRICULTURE SHOULD BE OFFERED AND TO DETERMINE THE PROPER ALLOCATION OF FUNCTIONS AND RESPONSIBILITIES AMONG THE INSTITUTIONS PROVIDING EDUCATION IN AGRICULTURE. THE PROCEDURE WILL INVOLVE THE DETERMINATION OF THE CURRENT STATUS OF AGRICULTURAL EDUCATION, THE CURRENT NEED FOR AGRICULTURAL WORKERS, ESTIMATES OF FUTURE NEEDS, AND GUIDELINES FOR THE DEVELOPMENT OF CURRICULUMS NEEDED TO PREPARE AGRICULTURAL WORKERS. AFTER EXISTING DATA HAVE BEEN SURVEYED AND INTERVIEWS CONDUCTED, THE TOTAL DATA WILL BE

ANALYZED. THE FINDINGS WILL THEN PROVIDE THE BASIS FOR THE "MASTER PLAN FOR EDUCATION IN AGRICULTURE." (GD)

EP 010 781 24
WEST TENNESSEE CONSORTIUM FOR RESEARCH DEVELOPMENT.
INVESTIGATOR- COLHEY, JAMES
MEMPHIS STATE UNIV., TENN.
BUREAU NUMBER BR-7-0-048-X PROP DATE 28 MAR 67
GRANT OEG-3-7-070048-4238

DESCRIPTORS- *COLLEGE INSTRUCTION, *COOPERATIVE PROGRAMS, *DEMONSTRATIONS (EDUCATIONAL), *DEVELOPMENT, *RESEARCH, *TEACHER IMPROVEMENT, COLLEGE FACULTY, DECISION MAKING, INSTRUCTIONAL IMPROVEMENT, MEMPHIS, OBSERVATION,

START DATE 06-15-67 END DATE 06-14-70

A RESEARCH DEVELOPMENT CONSORTIUM WILL SEEK TO (1) DEVELOP OR ADVANCE RESEARCH COMPETENCIES IN SELECTED PERSONNEL ON THE CAMPUSES OF THREE COOPERATING COLLEGES THROUGH THE CONDUCT OF A COOPERATIVE RESEARCH VENTURE, (2) STUDY THE TREATMENT EFFECTS OF CURRICULUM PACKETS DESIGNED TO UPGRADE INSTRUCTIONAL PROCESSES IN HIGHER EDUCATION, (3) EXPOSE THE STAFFS OF EACH OF THESE COLLEGES TO OPPORTUNITIES TO OBSERVE AND PARTICIPATE IN AN ONGOING RESEARCH PROJECT WHILE GAINING THE BENEFITS OF INSERVICE TRAINING EXPERIENCES, AND (4) DEMONSTRATE THE IMPORTANCE OF RESEARCH AS A DISCIPLINE, AS AN INSTRUCTIONAL METHOD, AND AS A DECISION-MAKING INSTRUMENT TO DEVELOPING INSTITUTIONS. IN A 2-HOUR FACULTY SEMINAR HELD EVERY OTHER WEEK AT EACH COLLEGE TO ADMINISTER THE TREATMENTS, THE RESEARCHERS WILL DEVELOP AND TEST THE CURRICULAR PACKETS DESIGNED TO UPGRADE THE FOLLOWING EDUCATIONAL SKILLS--(1) LECTURE TECHNIQUES, (2) DISCUSSIONS, (3) TEST CONSTRUCTION, (4) USE OF FILMS AND TELEVISION, (5) SELECTION OF CURRICULUM TO ACCOMPLISH SPECIFIC BEHAVIOR CHANGES, AND (6) SELECTION OF INSTRUCTIONAL OBJECTIVES. A PRE- AND POST-TEST ANALYSIS OF THE EFFECTIVENESS OF EACH TREATMENT WILL BE CONDUCTED. (TC)

EP 010 782 48
THE CONTENT OF ELEMENTARY AND SECONDARY EDUCATION FOR ECONOMIC-POLITICAL-SOCIAL DEVELOPMENT OF NATIONS.
INVESTIGATOR- HANNA, PAUL R.
STANFORD UNIV., CALIF.
BUREAU NUMBER BR-6-2597 PROP DATE 20 MAR 66
CONTRACT OEC-4-7-062597-1654

DESCRIPTORS- *DEVELOPING NATIONS, *ELEMENTARY EDUCATION, *GUIDELINES, *MODELS, *SECONDARY EDUCATION, CASE STUDIES (EDUCATION), STANFORD,

START DATE 12-15-66 END DATE 12-14-69

IN SELECTED DEVELOPING NATIONS, DATA WILL BE GATHERED FOR CASE STUDIES OF ELEMENTARY, SECONDARY, AND OTHER LEVELS OF EDUCATION TO DETERMINE THE CONTENT AND INSTRUCTIONAL METHODS THAT HAVE HAD THE GREATEST IMPACT, BOTH POSITIVE AND NEGATIVE, ON THE TRANSFORMATION OF TRADITIONAL SOCIETIES. THE RESEARCH TEAM EXPECTS TO EXTRACT AND MAKE EXPLICIT ANY DEMONSTRABLE RELATIONSHIPS BETWEEN CONTENT AND INSTRUCTIONAL METHODS USED IN THE SCHOOLS AND THE SUBSEQUENT ECONOMIC-POLITICAL-SOCIAL DEVELOPMENT OF EACH NATION. IN A SECOND PHASE, THE NATIONAL CASE STUDIES WILL BE EXAMINED TO DISCOVER GENERALIZATIONS THAT COULD BE USED AS GUIDELINES FOR CONSTRUCTING AND FIELD-TESTING COMPONENTS OF GENERAL AND OCCUPATIONAL CURRICULUMS AND METHODS MOST SUITED TO A NATION AT GIVEN STAGES OF ECONOMIC-POLITICAL-SOCIAL DEVELOPMENT. FROM 15 TO 25 CASE STUDIES WILL BE UNDERTAKEN. (AL)

EP 010 783 24
THE ESTABLISHMENT AND OPERATION OF AN ERIC CLEARINGHOUSE ON ADULT EDUCATION.
INVESTIGATOR- DECROW, ROGER
SYRACUSE UNIV., N.Y.
BUREAU NUMBER BR-7-0840 PROP DATE 24 FEB 67
CONTRACT OEC-1-7-070840-3593

DESCRIPTORS- *ADULT EDUCATION, *CLEARINGHOUSES, *INFORMATION DISSEMINATION, *INFORMATION PROCESSING, *INSTRUCTIONAL MATERIALS, EDUCATIONAL IMPROVEMENT, INFORMATION RETRIEVAL, SYRACUSE, SYSTEMS DEVELOPMENT, THESAURI,

START DATE 06-01-67 END DATE 03-31-69

THE OBJECTIVES ARE (1) TO ESTABLISH AND OPERATE AN ERIC CLEARINGHOUSE ON ADULT EDUCATION AT SYRACUSE UNIVERSITY IN COOPERATION WITH CENTRAL ERIC, (2) TO PROVIDE SERVICES TO ACQUIRE, EVALUATE, PROCESS, STORE, RETRIEVE, AND DISSEMINATE MATERIALS AND INFORMATION IN THE DEFINED SUBJECT AREA, (3) TO ASSIST CENTRAL ERIC IN DEVELOPING AN EDUCATIONAL THESAURUS, AND (4) TO DEVELOP MEANS TO TEST AND EVALUATE THE EFFECTIVENESS OF THE CLEARINGHOUSE AND, IN COOPERATION WITH CENTRAL ERIC AND OTHER CLEARINGHOUSES, CONSTRUCT A WORKABLE PLAN FOR DETERMINING MEASURES OF SYSTEM EFFECTIVENESS. THE EXPECTED CONTRIBUTIONS TO EDUCATION ARE (1) TO ELIMINATE REDUNDANT RESEARCH EFFORT, (2) TO DISSEMINATE RESEARCH RESULTS IN A STANDARDIZED METHOD CONSISTENT WITH THE NEEDS OF RESEARCHERS, PRACTITIONERS, TEACHERS, AND INSTITUTIONS IN THE EDUCATIONAL COMMUNITY, (3) TO SIGNIFICANTLY SHORTEN THE TIME LAG BETWEEN RESEARCH AND APPLICATION OF THE RESEARCH RESULTS IN EDUCATIONAL PRACTICE, AND (4) TO ENCOURAGE SYSTEMATIC RESEARCH INTO AREAS WHICH ARE UNEXPLORED, AS WELL AS TO DISCOVER AREAS WHERE FURTHER USEFUL RESEARCH SHOULD BE DONE. (TC)

EP 010 784 52
DEVELOPMENT OF THE CONCEPT OF AN EXPERIMENTING AND EXTENDED COLLEGE LIBRARY.
INVESTIGATOR- TAYLOR, ROBERT S.
HAMPSHIRE COLL., AMHERST, MASS.
BUREAU NUMBER BR-7-1180 PROP DATE 10 MAY 67
GRANT OEG-1-7-071180-4351

DESCRIPTORS- *COLLEGE LIBRARIES, *INFORMATION PROCESSING, *LIBRARY FACILITIES, *LIBRARY MATERIALS, *LIBRARY PROGRAMS, AMHERST, AUDIOVISUAL AIDS, INFORMATION UTILIZATION, LIBRARY SERVICES, RESEARCH,

START DATE 06-15-67 END DATE 12-14-68

THE OBJECTIVE OF THIS PROPOSED PHASE I OF A LIBRARY DEVELOPMENT PROGRAM IS TO PROVIDE AN INTELLECTUAL AND EMPIRICAL BASE FOR NEW AND ENRICHED DEPARTURES IN THE INTERACTION BETWEEN A COLLEGE LIBRARY AND ITS ACADEMIC

ENVIRONMENT, USING AN EXPERIMENTING INSTITUTION, HAMPSHIRE COLLEGE, AS THE CONTEXT. THE PROJECT WOULD SERVE AS A PROTOTYPE DESIGN TO DEMONSTRATE TO OTHER UNDERGRADUATE COLLEGES AN INTEGRATED SET OF SOLUTIONS. THERE ARE THREE AREAS OF CONCERN--(1) STUDENTS MUST PARTICIPATE IN THE USUAL PROCESSING ACTIVITIES OF THE LIBRARY, AS WELL AS IN THE REFERENCE AND COMMUNICATION FUNCTIONS, (2) STUDENTS SHOULD PARTICIPATE IN LEARNING EXPERIMENTS, AND (3) THE LIBRARY SHOULD BE EXTENDED INTO ACTIVITIES BEYOND THE TRADITIONAL BOOK LIBRARY SUCH AS A BOOKSTORE, A DISPLAY GALLERY, A COMPUTING CENTER, AN INFORMATION TRANSFER CENTER, AND A FILM WORKSHOP. COMPLETION OF PHASE I OF THIS TOTAL PROJECT WILL BE FOLLOWED BY PHASE II WHICH WILL USE THE ACCUMLATED DATA FOR THE DEVELOPMENT OF DETAILED PROGRAMS AND OPERATIONS. PHASE II WILL ALSO INCLUDE DEVELOPMENT OF THE LIBRARY COLLECTION, FINAL DRAFTING OF A BOOK, "THE MAKING OF A LIBRARY," AND A CONFERENCE ON EXPERIMENTATION AND STUDENT PARTICIPATION IN LIBRARY OPERATIONS. (TC)

EP 010 785 24
ANALYSIS OF THE EFFECTIVENESS OF SELECTED PROMISING EDUCATIONAL PRACTICES IN A CONSORTIUM OF 36 PUBLIC SCHOOLS.
INVESTIGATOR- FRIEDMAN, BURTON D.
CHARLES F. KETTERING FOUNDATION, DAYTON, OHIO
BUREAU NUMBER BR-7-1101 PROP DATE 27 APR 67
GRANT OEG-1-7-071101-3913

DESCRIPTORS- *DECISION MAKING, *DEMONSTRATION PROGRAMS, *INSTRUCTIONAL INNOVATION, *MANAGEMENT, *PUBLIC SCHOOLS, COOPERATIVE PROGRAMS, DAYTON, INFORMATION DISSEMINATION, INSTITUTIONAL FACILITIES,

START DATE 06-01-67 END DATE 05-31-68

A CONSORTIUM OF 36 INNOVATIVE ELEMENTARY AND SECONDARY U.S. PUBLIC SCHOOLS WILL CONDUCT A DESCRIPTIVE, ANALYTIC, AND EVALUATIVE PROGRAM OF INSTITUTIONAL RESEARCH DESIGNED TO FACILITATE MANAGEMENT DECISION MAKING. THE DESIGN OF THE STUDY WILL (1) DELINEATE THE POPULATION OF 36 DEMONSTRATION SCHOOLS AND THE PRACTICES THESE SCHOOLS MANIFEST, (2) DEVELOP CASE STUDIES OF SPECIFIC SCHOOLS AND PRACTICES, (3) DEVELOP MEANS FOR DETERMINING COSTS AND FOR ILLUMINATING COST-EFFECTIVENESS RELATIONSHIPS, (4) DEVELOP MEANS FOR EVALUATING CONTINUOUS LEARNING MATERIALS DEVELOPED AND DISTRIBUTED BY A MATERIALS DISSEMINATION CENTER, AND (5) DEVELOP CONCLUSIONS AND RECOMMENDATIONS. IT IS ANTICIPATED THAT THE CONCLUSIONS AND RECOMMENDATIONS WILL BE PREPARED IN APPROPRIATE FORMATS AND DISSEMINATED TO A WIDE AUDIENCE. (TC)

EP 010 786 24
POSTDOCTORAL FELLOWSHIP PROGRAM IN EDUCATIONAL RESEARCH.
INVESTIGATOR- LESSER, GERALD S.
HARVARD UNIV., CAMBRIDGE, MASS.
BUREAU NUMBER BR-7-1189 PROP DATE 11 MAY 67
GRANT OEG-1-7-071189-5048

DESCRIPTORS- *EDUCATIONAL RESEARCH, *FELLOWSHIPS, *POST DOCTORAL EDUCATION, *RESEARCH OPPORTUNITIES, *RESEARCH SKILLS, CAMBRIDGE, EVALUATION TECHNIQUES, FACULTY FELLOWSHIPS, HISTORY, PSYCHOLOGY, RESEARCH METHODOLOGY,

START DATE 09-01-67 END DATE 08-31-68

THREE POSTDOCTORAL FELLOWSHIPS WILL BE CREATED TO AFFORD THE PARTICIPANTS AN OPPORTUNITY TO ENGAGE IN AN INTENSIVE YEAR OF EDUCATIONAL RESEARCH TRAINING IN THE AREAS OF HISTORY AND PSYCHOLOGY. IN CONSULTATION WITH THEIR ADVISERS, THE PARTICIPANTS WILL STRUCTURE A RESEARCH PROGRAM ACCORDING TO THEIR INDIVIDUAL NEEDS AND CONCERNS. THE YEAR OF STUDY WILL LAY THE BASIS FOR FURTHER RESEARCH ACTIVITIES AND WILL INCREASE THEIR CAPACITY TO EVALUATE RESEARCH PROBLEMS. (GD)

EP 010 787 24
EVALUATION OF THE COLLEGE SUGGESTOR, A DATA RETRIEVAL DEVICE FOR USE AS A GUIDE TO COLLEGE CHOICE.
INVESTIGATOR- MATHIS, B. CLAUDE
NORTHWESTERN UNIV., EVANSTON, ILL.
BUREAU NUMBER BR-6-1869 PROP DATE 07 MAR 67
CONTRACT OEC-1-7-061869-3532

DESCRIPTORS- *ADMISSION CRITERIA, *COLLEGE HIGH SCHOOL COOPERATION, *COLLEGE PLACEMENT, *COLLEGE PLANNING, *GUIDANCE, COLLEGE SUGGESTOR, EVANSTON, FACILITIES, INDEXES (LOCATERS), INFORMATION RETRIEVAL,

START DATE 05-01-67 END DATE 08-31-68

THE COLLEGE SUGGESTOR IS A MANUAL SYSTEM FOR A STUDENT TO SYSTEMATICALLY MATCH HIS ABILITIES, INTERESTS, ASPIRATIONS, AND NEEDS WITH A COLLEGE AT WHICH THESE PERSONAL ASSETS MAY BE FULFILLED. IT CONSISTS OF A MANUAL, OPTICAL-COINCIDENCE, INVERTED, FILE-CARD SORT SYSTEM. EACH OF THE 217 CARDS DESCRIBES A SINGLE CHARACTERISTIC AND CONTAINS A MARK TO IDENTIFY EACH COLLEGE WITH THAT GIVEN CHARACTERISTIC. EACH COLLEGE HAS A UNIQUE NUMBER AND GRID INTERSECTION POSITION IN EVERY CARD. WHEN A COLLEGE HAS THE CHARACTERISTIC REPRESENTED BY A SPECIFIED CARD, A NUMBERED HOLE INDICATES THAT PRESENCE. THE COLLEGE SUGGESTOR CLASSIFIES, FOR INSTANT RETRIEVAL, INFORMATION CHARACTERIZING 1,931 JUNIOR COLLEGES, COLLEGES, AND UNIVERSITIES. THE SYSTEM CAN BE USED EITHER THROUGH PRIOR SELECTION OF COLLEGE CHARACTERISTICS OF INTEREST, OR BY BROWSING TO DETERMINE THOSE CHARACTERISTICS WHICH ARE RELEVANT IN A GIVEN SITUATION. APPROXIMATELY 300 SETS OF THE PROTOTYPE COLLEGE SUGGESTOR WILL BE MADE FOR FIELD TESTS OF THE DEVICE. THESE SETS WILL BE PLACED IN FIVE MIDWESTERN HIGH SCHOOLS WHERE THEIR USE WILL BE EVALUATED IN TWO DIFFERENT SITUATIONS, STUDENT COUNSELING AND INDEPENDENT STUDENT BROWSING. BOTH THE STUDENTS AND THEIR COUNSELORS WILL PROVIDE EVALUATIVE DATA. (TC)

EP 010 788 24
POSTDOCTORAL FELLOWSHIP PROGRAM IN EDUCATIONAL RESEARCH.
INVESTIGATOR- PAGE, ELLIS
CONNECTICUT UNIV., STORRS
BUREAU NUMBER BR-7-1289 PROP DATE 29 MAY 67
GRANT OEG-1-7-071289-5028

DESCRIPTORS- *EDUCATIONAL RESEARCH, *FELLOWSHIPS, *POST DOCTORAL EDUCATION, *RESEARCH OPPORTUNITIES, *RESEARCH SKILLS, EDUCATIONAL IMPROVEMENT, RESEARCH METHODOLOGY, RESEARCH SPECIALISTS (EDUCATION), STORRS,

START DATE 09-01-67 END DATE 08-31-68

A POSTDOCTORAL FELLOWSHIP PROGRAM IN EDUCATIONAL RESEARCH WILL BE INSTITUTED TO ALLOW THE SELECTED PARTICIPANT TO ENGAGE IN AN INTENSIVE YEAR OF EDUCATIONAL RESEARCH TRAINING. THE PARTICIPANT'S TRAINING WILL BE AUGMENTED BY STUDY IN STATISTICS, EXPERIMENTAL DESIGN, MULTIVARIATE ANALYSIS, DATA PROCESSING, AND COMPUTER PROGRAMING. AS A RESULT, THE PARTICIPANT WILL BE BETTER ABLE TO DESIGN, UNDERTAKE, AND EVALUATE RESEARCH PROBLEMS IN EDUCATION AND MAKE GREATER CONTRIBUTIONS TO EDUCATIONAL RESEARCH, ESPECIALLY IN EXPERIMENTAL DESIGN, NATURAL LANGUAGE ANALYSIS, AND COMPUTER APPLICATIONS IN ENGLISH EDUCATION. (GD)

EP 010 789 24
EDUCATIONAL RESEARCH TECHNICIAN GRADUATE TRAINING PROGRAM.
INVESTIGATOR- DETHY, RAY C.
NORTHEASTERN UNIV., BOSTON, MASS.
BUREAU NUMBER BR-7-0367 PROP DATE 67
GRANT OEG-1-7-070367-3899

DESCRIPTORS- *EDUCATIONAL RESEARCH, *GRADUATE STUDY, *INTERNSHIP PROGRAMS, *RESEARCH SPECIALISTS (EDUCATION), *SUBPROFESSIONALS, BOSTON, MASTERS DEGREES,

START DATE 06-01-67 END DATE 08-31-69

A MASTER'S DEGREE PROGRAM IS PLANNED TO TRAIN EDUCATIONAL RESEARCH TECHNICIANS. THE PROGRAM WILL EQUIP THE TRAINEES WITH THE KNOWLEDGE AND SKILLS NECESSARY TO RE-ENTER THE FIELD OF EDUCATION AS RESEARCH TECHNICIANS IN FEDERAL, STATE, AND MUNICIPAL DEPARTMENTS OF EDUCATIONAL RESEARCH AND IN NONPROFIT EDUCATIONAL RESEARCH AND DEVELOPMENT LABORATORIES. THE PROGRAM WILL PROVIDE THREE QUARTERS OF ACADEMIC STUDY AND TWO QUARTERS OF RESEARCH INTERNSHIP. THE INTERNSHIPS AND RELATED FIELD SEMINARS WILL BE REQUIRED OF ALL TRAINEES. EACH TRAINEE WILL CARRY OUT AN INDEPENDENT RESEARCH PROJECT AND SUBMIT A WRITTEN REPORT OF THIS PROJECT. (TC)

EP 010 790 24
POSTDOCTORAL FELLOWSHIP PROGRAM IN EDUCATIONAL RESEARCH.
INVESTIGATOR- BUSKIRK, E.R.
PENNSYLVANIA STATE UNIV., UNIVERSITY PARK
BUREAU NUMBER BR-7-1168 PROP DATE 28 APR 67
GRANT OEG-1-7-071168-5029

DESCRIPTORS- *EDUCATIONAL RESEARCH, *FELLOWSHIPS, *POST DOCTORAL EDUCATION, *RESEARCH OPPORTUNITIES, *RESEARCH SKILLS, DATA ANALYSIS, FACULTY FELLOWSHIPS, MEASUREMENT TECHNIQUES, PHYSICAL EDUCATION, PHYSIOLOGY, RESEARCH METHODOLOGY, UNIVERSITY PARK,

START DATE 09-01-67 END DATE 08-31-68

THIS POSTDOCTORAL FELLOWSHIP WILL ALLOW THE PARTICIPANT TO ENGAGE IN A YEAR OF INTENSIVE EDUCATIONAL RESEARCH AND TRAINING WITH SPECIALISTS IN PHYSICAL EDUCATION AND APPLIED PHYSIOLOGY. THE PARTICIPANT WILL BE EXPOSED TO MODERN EQUIPMENT AND TECHNIQUES AND WILL PARTICIPATE IN ADVANCED SEMINARS TO BE BETTER ABLE TO DESIGN, UNDERTAKE, AND EVALUATE RESEARCH PROBLEMS IN THE FIELD OF EDUCATION. THE PARTICIPANT WILL ALSO PLAN A RESEARCH PROJECT AND OTHER ACTIVITIES DESIGNED TO USE THE RESOURCES OF THE INSTITUTION AND TO PERFORM SUBSEQUENT DATA ANALYSIS. THE PROJECT WILL DEAL WITH THE MEASUREMENT OF PHYSIOLOGICAL STRAIN OF STUDENTS AND OLDER MEN AS THEY ENGAGE IN PROGRAMED PHYSICAL ACTIVITES. (GD)

EP 010 791 24
POSTDOCTORAL FELLOWSHIP PROGRAM IN EDUCATIONAL RESEARCH.
INVESTIGATOR- CUTLER, PRESTON S.
CENTER FOR ADV.STUDY IN BEHAV.SCI.,STANFORD,CALIF.
BUREAU NUMBER BR-7-1161 PROP DATE 10 MAY 67
GRANT OEG-1-7-071161-4590

DESCRIPTORS- *BEHAVIORAL SCIENCE RESEARCH, *EDUCATIONAL RESEARCH, *FELLOWSHIPS, *POST DOCTORAL EDUCATION, *RESEARCH SKILLS, EDUCATIONAL IMPROVEMENT, RESEARCH METHODOLOGY, RESEARCH OPPORTUNITIES, RESEARCH SPECIALISTS (EDUCATION), STANFORD, TRAINING,

START DATE 06-29-67 END DATE 08-31-68

A POSTDOCTORAL FELLOWSHIP PROGRAM WILL AFFORD OPPORTUNITY FOR EACH OF TWO SELECTED PARTICIPANTS TO ENGAGE IN AN INTENSIVE YEAR OF EDUCATIONAL RESEARCH TRAINING IN THE AREA OF CHOICE OF THE TRAINEE ACCORDING TO AN INDIVIDUALIZED PLAN. IT IS EXPECTED THAT THE TRAINING WILL PREPARE THE FELLOWS TO BE BETTER ABLE TO DESIGN, UNDERTAKE, AND EVALUATE RESEARCH PROBLEMS IN THE FIELD OF EDUCATION AND MAKE A GREATER CONTRIBUTION TO EDUCATIONAL RESEARCH. THE PRIMARY RESPONSIBILITY OF THE FELLOWS WILL BE TO PLAN, WITH THE DIRECTOR OF THE PROGRAM, A SERIES OF ACTIVITIES DESIGNED TO DRAW ON THE FULL RESOURCES OF THE CENTER TO FILL GAPS IN THEIR OWN TRAINING AND EXPERIENCE. SUCH ACTIVITIES MAY INCLUDE ATTENDANCE AT SEMINARS, PARTICIPATION FOR TRAINING PURPOSES IN THE ACTIVITIES OF THE RESEARCH BEING UNDERTAKEN BY FELLOWS IN RELATED FIELDS, AND STUDY AT SPECIAL FACILITIES OR OF RESOURCE MATERIALS AVAILABLE EITHER AT THE INSTITUTION OR ELSEWHERE IN THE GEOGRAPHICAL AREA. THE PARTICIPATING FELLOWS WILL BE IN CLOSE COMMUNICATION WITH EACH OTHER AND WITH A NUMBER OF LEADING BEHAVIORAL SCIENTISTS. (TC)

EP 010 792 24
A SURVEY OF THE LITERATURE ON THE EDUCATION OF AMERICAN INDIANS.
INVESTIGATOR- BERRY, BREWTON
OHIO STATE UNIV., COLUMBUS, RESEARCH FOUNDATION
BUREAU NUMBER BR-7-0813 PROP DATE 13 FEB 67
CONTRACT OEC-3-7-070813-3032

DESCRIPTORS- *AMERICAN INDIANS, *EDUCATIONAL BACKGROUND, *EDUCATIONAL RESEARCH, *GUIDELINES, *SURVEYS, COLUMBUS, ETHNIC GROUPS, HISTORICAL REVIEWS, RESOURCE GUIDES,

START DATE 04-01-67 END DATE 09-30-68

EXISTING AND POTENTIAL SOURCES OF INFORMATION ON THE EDUCATION OF AMERICAN INDIANS WILL BE IDENTIFIED, AND THE INFORMATION WILL BE COLLECTED AND INTERPRETED TO FORMULATE GUIDELINES FOR PROPOSING AND EVALUATING SUBSEQUENT RESEARCH. GENERAL LITERATURE ON AMERICAN INDIANS WILL BE CLASSIFIED. A SELECTED SAMPLE WILL BE REVIEWED WITH REFERENCE TO INDIAN EDUCATION. RECENTLY COMPLETED AND ONGOING GOVERNMENT-SPONSORED RESEARCH PROJECTS WILL BE REVIEWED, AND PROJECT SITES WILL BE VISITED. A SAMPLE OF THE RESEARCH WILL

BE ANALYZED TO EVALUATE THE TYPES OF INFORMATION BEING COLLECTED. RESOURCES OF THE LIBRARY OF CONGRESS, THE SMITHSONIAN INSTITUTION, AND THE BUREAU OF INDIAN AFFAIRS WILL BE UTILIZED, AND SPOKESMEN FOR DIFFERENT SEGMENTS OF AMERICAN INDIANS WILL BE CONSULTED. (AL)

EP 010 793 24
GRADUATE TRAINING PROGRAM IN THE SOCIOLOGY OF EDUCATION AND COMMUNITY.
INVESTIGATOR- CORWIN, RONALD G.
OHIO STATE UNIV., COLUMBUS
BUREAU NUMBER BR-7-0154 PROP DATE 67
GRANT OEG-1-7-070154-3892

DESCRIPTORS- *COMMUNITY STUDY, *DOCTORAL PROGRAMS, *EDUCATIONAL RESEARCH, *EDUCATIONAL SOCIOLOGY, *GRADUATE STUDY, COLUMBUS, INSERVICE PROGRAMS, MANPOWER DEVELOPMENT, PROFESSIONAL TRAINING,

START DATE 09-15-67 END DATE 09-14-68

A 5-YEAR GRADUATE TRAINING PROGRAM WILL BE CREATED TO PREPARE 12 PROFESSIONAL SOCIOLOGISTS FOR RESEARCH IN THE SOCIOLOGY OF EDUCATION WITH SPECIAL FOCUS ON THE COMMUNITY AS THE FUNDAMENTAL UNIT OF LEARNING AND TEACHING. A DOCTORAL PROGRAM AND AN INSERVICE PROGRAM WILL BE INSTITUTED TO PROVIDE THE TRAINEES WITH BOTH ADVANCED ACADEMIC TRAINING AND A VARIETY OF EXPERIENCES IN ALL PHASES OF EDUCATIONAL AND RESEARCH SETTINGS. LISTS OF FACULTY AND PROPOSED COURSES ARE ATTACHED. (GD2)

EP 010 794 48
AUGMENTED AND REVISED EDITION OF MODERN DUTCH.
INVESTIGATOR- LAGERWAY, WALTER
CALVIN COLL., GRAND RAPIDS, MICH.
BUREAU NUMBER BR-7-0799 PROP DATE 06 FEB 67
CONTRACT OEC-1-7-070799-3313

DESCRIPTORS- *DUTCH, *LANGUAGE INSTRUCTION, *PATTERN DRILLS (LANGUAGE), *READING MATERIALS, *TEXTBOOK PREPARATION, COLLEGE CURRICULUM, GLOSSARIES, GRAND RAPIDS, INDEXES (LOCATERS), LANGUAGE GUIDES, MODERN LANGUAGES, TAPE RECORDINGS,

START DATE 05-01-67 END DATE 11-01-68

A BASIC COLLEGE COURSE IN MODERN DUTCH WILL BE EXPANDED AND REVISED NOW THAT A TRIAL USE OF 2 YEARS BY THE AUTHOR AND OTHER TEACHERS HAS BEEN COMPLETED. A MAJOR SHARE OF THE RESEARCH ACTIVITIES WILL BE DEVOTED TO THE WRITING OF STRUCTURAL DRILLS FOR CERTAIN UNITS. SEVERAL READING SELECTIONS WILL BE ADDED, SOME DRILLS WILL BE REVISED, A GLOSSARY WILL BE PREPARED, AND THE INDEX WILL BE EXPANDED. A COURSE GUIDE WILL ALSO BE PREPARED FOR TEACHERS AND FOR THOSE WHO STUDY THE LANGUAGE ON THEIR OWN. NEW TAPE RECORDINGS USING NATIVE SPEAKERS WILL BE MADE TO MEET THE EXPANDED ROLE OF THE COURSE OF STUDY. (GD)

EP 010 795 24
ROLE CONFLICT AND ITS CORRELATES IN AN EDUCATIONAL SETTING.
INVESTIGATOR- CALDER, PAULA H.
COLUMBIA UNIV., NEW YORK
BUREAU NUMBER BR-7-8139 PROP DATE 19 SEP 66
GRANT OEG-1-7-078139-3727

DESCRIPTORS- *EDUCATIONAL ENVIRONMENT, *PSYCHOLOGICAL PATTERNS, *ROLE CONFLICT, *SELF CONCEPT, *SOCIAL RELATIONS, EDUCATIONAL RESEARCH, ENVIRONMENTAL INFLUENCES, MEASUREMENT TECHNIQUES, NEW YORK CITY, SOCIAL ENVIRONMENT, SOCIALIZATION,

START DATE 05-01-67 END DATE 10-31-68

ROLE CONFLICT, WHICH IS DEFINED AS THE CONFLICT CREATED FOR A PERSON IN A GIVEN STATUS BY TWO OR MORE MEMBERS OF HIS ROLE SET WHO HAVE CONFLICTING EXPECTATIONS FOR HIS STATUS, WILL BE INVESTIGATED IN AN EDUCATIONAL SETTING, ALONG WITH ITS CORRELATES, POTENTIAL ROLE CONFLICT AND ROLE AMBIGUITY. POTENTIAL ROLE CONFLICT IS DEFINED AS CONFLICTING PEER EXPECTATIONS THAT THE PERSON MAY OR MAY NOT KNOW TO EXIST. ROLE AMBIGUITY IS SAID TO EXIST FOR A PERSON WHEN THERE IS A LACK OF CLARITY ABOUT THE EXPECTATIONS OF HIS ROLE SET FOR HIS STATUS. THE STUDY WILL BE CONDUCTED BY ANALYZING THE CONTEXTUAL EFFECTS OF ROLE CONFLICT, STUDYING THE CONSEQUENCES OF POTENTIAL ROLE CONFLICT, LOCATING THE CONSEQUENCES OF ROLE AMBIGUITY, AND EMPLOYING A THEORETICALLY MEANINGFUL SET OF INDICATORS OF ORGANIZATION-RELEVANT SATISFACTION. THE MAJOR SOURCE OF DATA WILL BE GLEANED FROM ANOTHER RESEARCH PROJECT WITH WHICH THE INVESTIGATOR HAS BEEN CONNECTED AND IN WHICH THE INVESTIGATOR HAS BEEN ABLE TO INCLUDE THE MEASURE OF THE INDEPENDENT VARIABLE, ROLE CONFLICT. THE DATA TO BE ANALYZED WILL BE THE RESPONSES OF ABOUT 300 TEACHERS, PRINCIPALS, AND ADMINISTRATORS TO A BATTERY OF QUESTIONNAIRES DESIGNED TO MEASURE ROLE CONFLICT AND THE DIMENSIONS OF ORGANIZATION-RELEVANT SATISFACTION. (GD)

EP 010 796 48
A SOMALI CULTURAL READER, ELEMENTARY LEVEL.
INVESTIGATOR- PIA, J. JOSEPH
SYRACUSE UNIV., N.Y.
BUREAU NUMBER BR-7-0672 PROP DATE 67
GRANT OEG-1-7-070672-3732

DESCRIPTORS- *CULTURAL EDUCATION, *LANGUAGE INSTRUCTION, *LINGUISTICS, *READING MATERIALS, *SOMALI, AFRICAN CULTURE, LANGUAGE GUIDES, SYRACUSE, TAPE RECORDINGS,

START DATE 05-01-67 END DATE 10-31-68

A VOLUME OF READING LESSONS WILL BE DEVELOPED THAT WILL INCLUDE A SOMALI TEXT, GRAMMATICAL NOTES, VOCABULARY, AND COMPREHENSION QUESTIONS IN SOMALI REQUIRING ORAL RESPONSES IN SOMALI. THE TEXTUAL MATERIAL WILL ILLUSTRATE THE CULTURE AND LANGUAGE OF SOMALI. PART OF THE MATERIAL WILL BE TAKEN FROM TAPE RECORDINGS OF NATIVE DIALOG, AND PART WILL COME FROM COMPOSITIONS SPECIALLY WRITTEN BY NATIVE SPEAKERS. WHEN COMPLETED, THE WORK WILL BE MADE AVAILABLE TO STUDENTS OF SOMALI UNDER THE TITLE "SOMALI CULTURAL READER, ELEMENTARY LEVEL." (TC)

EP 010 797 48
INVESTIGATION OF THE NATIONAL POTENTIAL FOR THE ADVANCEMENT OF THE TEACHING OF GERMAN IN THE UNITED STATES.
INVESTIGATOR- DEEKEN, HANS

NATIONAL CARL SCHURZ ASSN. INC., PHILADELPHIA, PA.
BUREAU NUMBER BR-7-0901 PROP DATE 31 JUL 68
CONTRACT OEC-1-7-003907-3907

DESCRIPTORS- *CONFERENCES, *GERMAN, *LANGUAGE ENROLLMENT, *LANGUAGE INSTRUCTION, *LANGUAGE SKILLS, PHILADELPHIA,

START DATE 06-01-67 END DATE 07-31-68

THE OBJECT OF THIS PROJECT IS TO (1) ARRIVE AT A SET OF PRINCIPLES FOR THE DEVELOPMENT OF A SYSTEMATIC APPROACH TO GERMAN LANGUAGE STUDIES, (2) PROVIDE A DEFINITION OF RESEARCH PRIORITIES FOR THE REALIZATION OF SUCH AN ENVISIONED SYSTEMATIC APPROACH, AND (3) ACHIEVE A RECOGNITION OF AVAILABLE POTENTIAL IN TERMS OF HUMAN, MATERIAL, AND ORGANIZATIONAL RESOURCES. THE BASIC ELEMENTS OF THE PROJECT WILL BE (1) A PRECONFERENCE, (2) THE WRITING OF A SET OF POSITION PAPERS, (3) A FULL-SCALE SYMPOSIUM, AND (4) A SERIES OF FOUR REGIONAL CONFERENCES. (TC)

EP 010 798 24
A PILOT PROGRAM FOR RECRUITING AND ORIENTING HIGH SCHOOL SENIORS AS PROSPECTIVE INDUSTRIAL ARTS TEACHE
INVESTIGATOR- HARRIS, RAYFORD
VIRGINIA STATE COLL., PETERSBURG
BUREAU NUMBER BR-7-C-029 PROP DATE 27 MAR 66
GRANT OEG-1-7-070029-4207

DESCRIPTORS- *FOLLOWUP STUDIES, *INDUSTRIAL ARTS, *ORIENTATION, *SUMMER WORKSHOPS, *TEACHER RECRUITMENT, HIGH SCHOOL STUDENTS, OCCUPATIONAL CHOICE, PETERSBURG,

START DATE 06-01-67 END DATE 11-31-68

A 3-WEEK WORKSHOP FOR HIGH SCHOOL STUDENTS WILL BE EVALUATED TO DETERMINE ITS EFFECTIVENESS AS A RECRUITMENT METHOD FOR ENCOURAGING HIGH SCHOOL STUDENTS TO BECOME INDUSTRIAL ARTS TEACHERS. THE PROCEDURES WILL CONSIST OF THE FOLLOWING PHASES--RECRUITMENT, ORIENTATION, AND FOLLOWUP. THE PROGRAM IS AIMED AT STUDENTS ENTERING THE 12TH GRADE AND WILL BE HELD AS A SUMMER INSTITUTE ON THE VIRGINIA STATE COLLEGE CAMPUS. THIS INSTITUTE WOULD GIVE EMPHASIS TO THE PHILOSOPHY, PURPOSES, AND SIGNIFICANCE OF INDUSTRIAL ARTS. EXPLORATORY EXPERIENCES WOULD BE PROVIDED IN THE AREAS OF WOOD, METAL, ELECTRICITY-ELECTRONICS, DRAFTING, COMMUNICATION, COMPUTATION, AND GUIDANCE. BOTH AN EXPERIMENTAL GROUP AND A CONTROL GROUP WILL BE USED FOR COMPARISON AS BASES FOR CONCLUSIONS. (TC)

EP 010 799 08
CONTINUATION OF A WASHINGTON STATE RESEARCH COORDINATING UNIT.
INVESTIGATOR- BRUNO, LOUIS
WASHINGTON OFF. STATE SUPT. PUB. INSTR., OLYMPIA
BUREAU NUMBER BR-7-0641 PROP DATE 23 NOV 66
GRANT OEG-4-7-070641-3124

DESCRIPTORS- *CONSULTANTS, *COORDINATION, *INFORMATION DISSEMINATION, *RESEARCH COORDINATING UNITS, *VOCATIONAL EDUCATION, OLYMPIA,

START DATE 04-01-67 END DATE 06-30-68

A RESEARCH COORDINATING UNIT WILL STIMULATE, SUPERVISE, COORDINATE, AND RELATE VOCATIONAL EDUCATION RESEARCH PROJECTS, ACTIVITIES, RESOURCES, AND INFORMATION WHICH ALREADY EXIST AND WHICH ARE DEVELOPED IN THE STATE OF WASHINGTON TO MEET THE SPECIAL VOCATIONAL NEEDS OF YOUTH AND ADULTS. THE UNIT WILL (1) DESIGN AND SUPERVISE RESEARCH PROJECTS AND ACTIVITIES AIMED AT ASSISTING SCHOOLS IN THE IMPROVEMENT OF VOCATIONAL EDUCATIONAL PROGRAMS IN THE STATE, (2) CONTRACT WITH INDIVIDUALS AND AGENCIES WITHIN THE STATE TO CONDUCT VOCATIONAL RESEARCH PROJECTS, (3) COORDINATE LOCAL, STATE, FEDERAL, AND PRIVATE OCCUPATIONAL RESEARCH ACTIVITIES, (4) PROVIDE SKILLED RESEARCH CONSULTANT SERVICE TO VOCATIONAL EDUCATORS THROUGHOUT THE STATE, AND (5) SERVE AS A DISSEMINATION CENTER OF VOCATIONAL EDUCATION RESEARCH INFORMATION FOR VOCATIONAL EDUCATORS IN THE STATE, AND PROVIDE APPROPRIATE INFORMATION TO OTHER RESEARCH COORDINATING UNITS AND REGIONAL LABORATORIES. (TC)

EP 010 800 24
EFFECTS OF STUDENT REACTIONS TO TEACHING METHODS.
INVESTIGATOR- HAYES, ROBERT B.
PENNSYLVANIA STATE DEPT.OF PUB. INSTR., HARRISBURG
BUREAU NUMBER BR-6-2056 PROP DATE 25 JAN 66
GRANT OEG-1-7-062056-0302

DESCRIPTORS- *FEEDBACK, *LEARNING PROCESSES, *STUDENT REACTION, *STUDENT TEACHER RELATIONSHIP, *TEACHING METHODS, GRADE 6, HARRISBURG, OBSERVATION,

START DATE 10-01-66 END DATE 03-28-68

EVIDENCE WILL BE OBTAINED TO DETERMINE WHICH OF FOUR WAYS OF INCREASING AND SYSTEMATIZING FEEDBACK TO TEACHERS WILL CONTRIBUTE MOST TO THE IMPROVEMENT OF TEACHING AND LEARNING. THE OBJECTIVES ARE TO DETERMINE IF ACADEMIC ACHIEVEMENT AND ATTITUDES OF SIXTH-GRADE STUDENTS (1) CAN BE IMPROVED SIGNIFICANTLY BY SYSTEMATICALLY INCREASING FEEDBACK TO TEACHERS CONCERNING PUPIL REACTIONS TO THEIR TEACHING, (2) CAN BE IMPROVED SIGNIFICANTLY BY SYSTEMATICALLY INCREASING FEEDBACK TO TEACHERS CONCERNING REACTIONS OF TRAINED OBSERVERS TO THEIR TEACHING, (3) CORRELATE SIGNIFICANTLY WITH ATTITUDES OF TEACHERS TOWARD THEIR PUPILS, AND (4) CAN BE IMPROVED TO A GREATER DEGREE BY FACE-TO-FACE FEEDBACK TO TEACHERS THAN BY STANDARDIZED FEEDBACK BY MAIL. (TC)

EP 010 801 40
STUDY OF MAN-MACHINE COMMUNICATIONS SYSTEMS FOR DISABLED PERSONS.
INVESTIGATOR- KAFAFIAN, HAIG
CYBERNETICS RESEARCH INST. INC., WASHINGTON, D.C.
BUREAU NUMBER BR-7-0533 PROP DATE 31 OCT 66
GRANT OEG-2-7-070533-4237

DESCRIPTORS- *BLIND, *CEREBRAL PALSY, *COMMUNICATION PROBLEMS, *PHYSICALLY HANDICAPPED, *SYSTEMS DEVELOPMENT, DISTRICT OF COLUMBIA,

START DATE 06-05-67 END DATE 06-04-68

THE FEASIBILITY OF NEW MAN-MACHINE COUPLING SYSTEMS FOR USE BY PE[illegible] WHO ARE AMPUTEES, BLIND, OR AFFLICTED WITH CEREBRAL PALSY OR OTHER DEBILITATING CONDITIONS WILL BE

STUDIED. TRIPS WILL BE MADE BY THE PRINCIPAL INVESTIGATOR TO CENTERS IN THE UNITED STATES IN CONNECTION WITH CURRENT RESEARCH IN MAN-MACHINE COMMUNICATIONS SYSTEMS FOR DISABLED PERSONS. ANALYSES OF REQUIREMENTS WILL BE MADE. AMPUTEES WILL BE OBSERVED AND INTERVIEWED. HAND AND ARM MOVEMENTS OF PERSONS WITH CEREBRAL PALSY WILL BE STUDIED. A MAN-MACHINE SYSTEM WILL BE USED TO MAKE PRELIMINARY TESTS FOR THE THREE TYPES OF DISABILITIES. A FINAL REPORT WILL BE SUBMITTED UPON COMPLETION OF THE PROJECT ALONG WITH RECOMMENDATIONS. (TC)

EP 010 802 82

DETROIT METROPOLITAN LIBRARY RESEARCH AND DEMONSTRATION PROJECT.
INVESTIGATOR- JOHNSTON, M.G.
WAYNE STATE UNIV., DETROIT, MICH.
BUREAU NUMBER BR-7-1079 PROP DATE MAR 67
GRANT OEG-1-7-071079-4285

DESCRIPTORS- *DEMONSTRATIONS (CIVIL), *LIBRARY EXTENSION, *PUBLIC LIBRARIES, *PUBLIC SUPPORT, *TAX ALLOCATION, DETROIT,

START DATE 06-15-67 END DATE 06-15-68

PHASE III OF THIS LIBRARY EXPERIMENTAL-RESEARCH-DEMONSTRATION PROJECT WILL BEGIN WITH THE EXTENSION OF DETROIT MAIN LIBRARY SERVICE TO THREE ADDITIONAL COUNTIES. THE TOTAL PROJECT WAS DIVIDED INTO THREE PHASES TO FACILITATE FINANCIAL ARRANGEMENTS. IT IS EXPECTED THAT THE END RESULT WILL BE A FLEXIBLE SUPPORT FORMULA. PHASE I, THE RESEARCH DESIGN PHASE, AND PHASE II, A STUDY OF THE USERS FROM THREE COUNTIES AND THEIR USE OF THE LIBRARY FACILITIES, HAVE BEEN COMPLETED. THE PURPOSE OF THE TOTAL PROJECT WAS TO CREATE A DESIGN FOR METROPOLITAN AREA-WIDE RESEARCH AND REFERENCE "BACK-STOP" SERVICE FROM THE MAIN LIBRARY OF THE PUBLIC LIBRARY SYSTEM OF THE CORE CITY, COMPLEMENTING AND ADDING DEPTH TO THE POPULAR PUBLIC LIBRARY SERVICE OF THE SUBURBAN COMMUNITIES. THE TWO CENTRAL OBJECTIVES WERE TO (1) PROVIDE AREA-WIDE RESEARCH-LEVEL SERVICE FROM THE CENTRAL RESEARCH LIBRARY, AND (2) DEVISE AN EQUITABLE BASIS FOR CONTINUING FINANCIAL SUPPORT OF THAT SERVICE. (AL)

EP 010 803 24

DEVELOPMENT OF A RESEARCH POTENTIAL AT MERCY COLLEGE OF DETROIT, MARYGROVE AND MADONNA COLLEGES.
INVESTIGATOR- ANDERSON, ROBERT L.
EASTERN MICHIGAN UNIV., YPSILANTI
BUREAU NUMBER BR-7-E-172-X PROP DATE 07 APR 67
GRANT OEG-1-7-070172-4302

DESCRIPTORS- *EDUCATIONAL RESEARCH, *RESEARCH COORDINATING UNITS, *RESEARCH OPPORTUNITIES, *RESEARCH SKILLS, *RESEARCH SPECIALISTS (EDUCATION), EDUCATIONAL IMPROVEMENT, YPSILANTI,

START DATE 06-15-67 END DATE 06-14-70

A POOLING OF THE RESEARCH CAPABILITIES OF SEVERAL INSTITUTIONS WILL BE EFFECTED TO PROMOTE EDUCATIONAL RESEARCH. THE PROGRAM WILL INVOLVE A REPRESENTATIVE COUNCIL THAT WILL ASSIST THE PROJECT DIRECTOR IN ORGANIZING A SURVEY OF RESEARCH INTERESTS AND CAPABILITIES, ASSESSING THE NATURE OF COMMON PROBLEMS AND CONCERNS, ORGANIZING TRAINING SEMINARS TO UPGRADE RESEARCH SKILLS, FORMULATING RESEARCH PROJECTS, AND OFFERING CONSULTANT SERVICE TO INDIVIDUALS AND GROUPS THAT COMPOSE THE CONSORTIUM. (GD)

EP 010 804 24

SOUTH ALABAMA RESEARCH CONSORTIUM.
INVESTIGATOR- CLIPSON, WILLIAM F.
TROY STATE COLL., ALA.
BUREAU NUMBER BR-7-D-050-X PROP DATE 31 MAR 67
GRANT OEG-1-7-070050-4240

DESCRIPTORS- *EDUCATIONAL RESEARCH, *PROGRAM DEVELOPMENT, *RESEARCH COORDINATING UNITS, *RESEARCH OPPORTUNITIES, PROGRAM COORDINATION, PROGRAM EVALUATION, RESEARCHERS, TROY,

START DATE 06-15-67 END DATE 06-15-70

A RESEARCH CONSORTIUM WILL BE FORMED TO ESTABLISH A PROGRAM OF INSTITUTIONAL AND EDUCATIONAL RESEARCH THAT THE COLLEGES INVOLVED CAN CONTINUE AFTER FINANCIAL ASSISTANCE IS WITHDRAWN. THE FIRST YEAR OF THIS 3-YEAR PROJECT WILL INVOLVE THE DEVELOPING OF ABILITIES AND INTERESTS IN EDUCATIONAL RESEARCH AMONG FACULTY MEMBERS, IDENTIFYING PROBLEM AREAS, AND ASSESSING AND ORGANIZING RESEARCH POTENTIAL. DURING THE SECOND YEAR, RESEARCH STUDIES OUTLINED IN THE FIRST YEAR WILL BE INITIATED. IN THE THIRD YEAR, EVALUATION OF THE PROGRAM WILL BE CONDUCTED, AND PLANS FOR CONTINUATION OF THE CONSORTIUM ORGANIZATION AND ITS ACTIVITIES WILL BE MADE. SPECIFIC RESEARCH ACTIVITIES ARE NOT DESCRIBED. (GD)

EP 010 805 24

RACE AND EDUCATION--A PROPOSED STUDY OF STUDENTS GRADUATED FROM THE PUBLIC SCHOOLS OF OAKLAND, CALIFORNIA.
INVESTIGATOR- SPAULDING, SHEILA
DUNBARTON RESEARCH COUNCIL, MENLO PARK, CALIF.
BUREAU NUMBER BR-7-1211 PROP DATE MAY 67
CONTRACT OEC-1-7-071211-4577

DESCRIPTORS- *ACADEMIC PERFORMANCE, *FAMILY ENVIRONMENT, *RACIAL DIFFERENCES, *SCHOOL ENVIRONMENT, *STUDENT ATTITUDES, MENLO PARK, OAKLAND, RACE RELATIONS, RACIAL COMPOSITION, STUDENT GROUPING,

START DATE 06-22-67 END DATE 06-18-68

THIS STUDY ON RACE AND EDUCATION WILL USE AS ITS DATA BASE INFORMATION DERIVED FROM A PREVIOUS RESEARCH PROJECT ON DIFFERENCES IN POTENTIAL AND ACHIEVEMENT OF GRADUATES OF RACIALLY MIXED SCHOOLS AND WILL EXPLORE MORE THOROUGHLY THE INFLUENCES OF HOME ENVIRONMENT, SCHOOL ENVIRONMENT, AND RACIAL COMPOSITION OF THE CLASSROOM. THE RELATIVE IMPORTANCE OF THESE FACTORS IN DETERMINING SCHOLASTIC PERFORMANCE AND STUDENT ATTITUDES WILL BE IDENTIFIED AND ANALYZED. THE PROCEDURE CALLS FOR A REANALYSIS BY MATCHED GROUPS AND OTHER STATISTICAL TECHNIQUES OF THE AVAILABLE DATA, FOR THE REINTERVIEWING OF THE 410 STUDENTS IN THE SAMPLE, AND FOR THE INTERVIEWING OF THEIR PARENTS, THEIR FIRST-GRADE TEACHERS, AND THEIR SIXTH-GRADE TEACHERS. (GD)

EP 010 806 56

A STUDY OF EYE MOVEMENT IN TELEVISION VIEWING.
INVESTIGATOR- GUBA, EGON G.

OHIO STATE UNIV., COLUMBUS, RESEARCH FOUNDATION
BUREAU NUMBER BR-5-0427 PROP DATE 31 JUL 63
GRANT OEG-7-43-0430-234

DESCRIPTORS- *EYE MOVEMENTS, *INTELLIGENCE DIFFERENCES, *PERCEPTION TESTS, *STIMULUS DEVICES, *TELEVISION RESEARCH, ACADEMIC ACHIEVEMENT, COLUMBUS, EDUCATIONAL RESEARCH, EDUCATIONAL TELEVISION, MATURITY TESTS,

START DATE 04-01-64 END DATE 06-30-66

THIS EXTENSION OF A PILOT STUDY OF EYE MOVEMENT IN TELEVISION VIEWING WILL ATTEMPT TO (1) REFINE THE APPARATUS USED IN THE PILOT STUDY TO PRODUCE HIGHER LEVELS OF RELIABILITY, (2) EXTEND THE STUDY TO A WIDER SAMPLE OF TELEVISION CONTENT, (3) MAKE A WIDER TEST OF THE EFFECTS OF MATURITY ON EYE MOVEMENT PATTERNS, AND (4) REFINE AND TEST THE HYPOTHESES SUGGESTED BY THE PILOT DATA WITH SPECIAL ATTENTION TO INTELLIGENCE DIFFERENCES. EACH OF 60 SUBJECTS, 15 FROM EACH OF 4 GRADE LEVELS, WILL VIEW 4 DIFFERENT TYPES OF STIMULUS MATERIALS. THE EYE MOVEMENTS OF THE SUBJECTS WILL BE PHOTOGRAPHED, YIELDING FOUR DATA FILMS PER SUBJECT. ANALYSIS OF VARIANCE METHODS WILL BE USED TO DETERMINE VARIATIONS DUE TO GRADE LEVEL, INTELLIGENCE, TYPE OF STIMULUS MATERIALS, OR ANY OF THEIR INTERACTIONS. (GD)

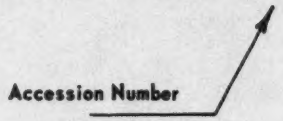
INSTITUTION INDEX

This index lists the titles of projects under the institution responsible for them. The index is arranged in alphabetical sequence by the name of the university, agency, association, etc. As shown in the example below, the accession number is displayed below and to the right of the title. Additional information about the project can be found under that number in the resume section.

PENNSYLVANIA STATE UNIV.

OPTIMUM PHYSICAL VIEWING CONDITIONS FOR A REAR PROJECTION DAYLIGHT SCREEN, A STUDY OF THE

BR-6-1234 EP 000 000



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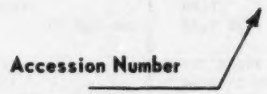

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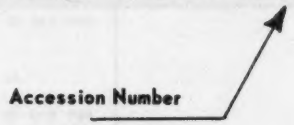

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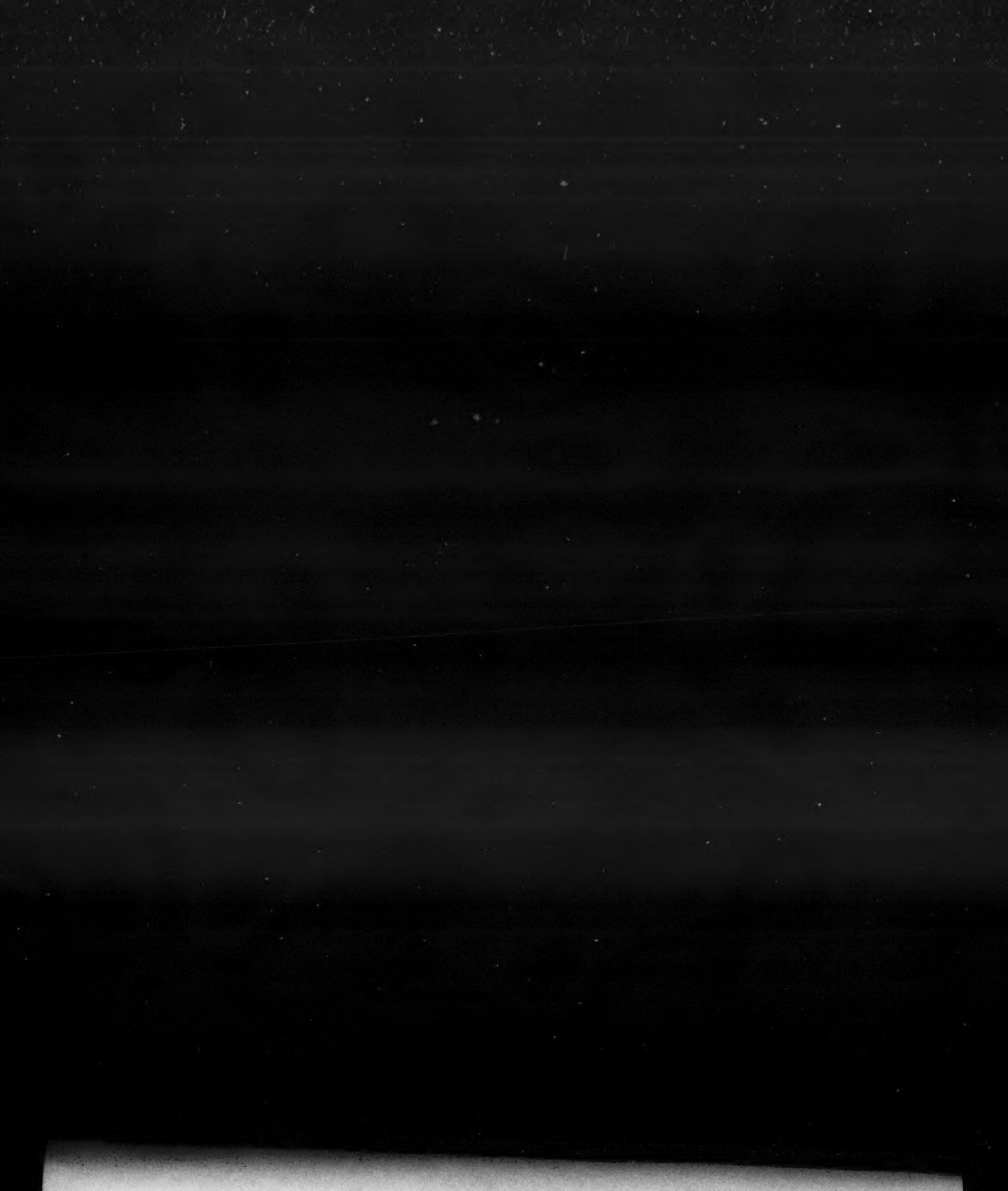
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